REPORT RESUMES

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TEACHER GUIDE FOR ENGLISH SPEAKING.

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ENGLISH SPEAKING, LEVEL I, IS INTENDED TO BE USED AS A TEACHING GUIDE FOR NON-ENGLISH SPEAKING ADULTS OR TO INTRODUCE THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. THE OBJECTIVES ARE TO TEACH STUDENTS BEGINNING ORAL FACILITY AND TO TEACH THEM TO READ AND WRITE WORDS IN UNDERSTANDABLE SENTENCE PATTERNS. THE SOUNDS OF ENGLISH ARE TAUGHT WITHIN THE CONTEXT OF CONVERSATION AND STRUCTURE. INSTRUCTION IS PLANNED AS A CORRELATED UNIT IN LISTENING, SPEAKING, READINGS, AND WRITING. FOUR BASIC TYPES OF SENTENCES ARE TAUGHT--POSITIVE STATEMENTS, NEGATIVE STATEMENTS, IMPERATIVE STATEMENTS, AND QUESTIONS. THE STUDENT WORKBOOK CONSISTS OF 150 WORDS ASSOCIATED WITH PICTURES. EMPHASIS IS PLACED ON THE FOLLOWING TYPE DRILLS--REPETITION, COMPLETION, CHAIN, WORD RECOGNITION, WRITING, READING, PRONUNCIATION, INTONATION, AND PLURAL FORMATION. INCLUDED ARE 1000 MOST-USED WORDS, WORDS WHICH HAVE TROUBLESOME SOUNDS FOR SPANISH SPEAKING ADULTS, WORDS OF MINIMAL PAIRS, DIAGRAMS FOR INTONATION OF PRONUNCIATION, AND SAMPLE LESSON PLANS. (JH)

Teacher Guide

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For use with Group I in the
Home Education Livelihood Program
of New Mexico

ENGLISH SPEAKING

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INTRODUCTION

ENGLISH SPEAKING is a cooperative effort of the staff of the Home Education Livelihood Program. ENGLISH SPEAKING is written solely for the introduction of oral and writing skills to students in Group I participating in adult basic education classes.

This manuscript and the Teacher's Guide was prepared and written by W. J. LeRoy of the HELP staff. Contributions and editorial services to the book have been provided by Mr. C. R. Dement, Mrs. J. Dinsmore, and Miss E. M. Henderson also of the HELP staff. Sketches for this book were made by Mrs. Harold Snider of Albuquerque, New Mexico.

Don C. Westfall
State Education Director
Home Education Livelihood Program

A SOCORRO PUBLICATION

TEACHER GUIDE

FOR

ENGLISH SPEAKING

(Revised)

Prepared by Mrs. Cyrena B. Dinsmore of the HELP staff.

TEACHER GUIDE FOR ENGLISH SPEAKING

This Teacher Guide is designed for your use in teaching ENGLISH SPEAKING. It is not intended to serve as a rigid outline for instructional purposes, but rather as a framework for organizing class work. The teacher should use his imagination and ingenuity to help the students learn and understand the type of material that is presented in the text.

Before introducing ENGLISH SPEAKING, it is suggested that at the first day's class meeting, each student should begin to learn how to print and write his name. Use a card form to enroll each student in the class. This will give you some evaluation of his skills. If he can fill out the card, you will know that he can read directions, and you can observe his skill in printing or writing. If he cannot fill out the card, you will have an opportunity to get acquainted with him as you ask the questions and fill out the card for him. If a student cannot write his name, write it for him so that he can use it to copy. Being able to sign his name is the first writing skill the student should master. (Zaner-Bloser sheets are available for use in teaching manuscript and cursive writing.) You can get the first class meeting off to a good start by getting to know your students and by helping them get to know each other. A sample lesson plan for the first class meeting is included in this guide.

ENGLISH SPEAKING is to be used at HELP Level I as an introduction to English as a second language. (A description of Level I, its objective, content, methods, and materials, is attached.) You will need an overhead projector and a set of the transparencies that correspond to the text. Primarily, ENGLISH SPEAKING is designed to teach the student who speaks no English a beginning oral facility. In using ENGLISH SPEAKING, the sounds of English are to be taught within the context of conversation and structure. Secondly, ENGLISH SPEAKING is to teach the student to read and write the words and sentences that he can speak and understand. Speech precedes reading and writing, and a student is never to be asked to read or write anything that he cannot first understand and say.

When beginning writing instruction, do not teach the ABC's. At first, teach your students the things they will be able to use right away--their names, the names in the family, their addresses, the names of objects in the classroom, names of their books. After this, let them memorize the alphabet and learn to print and write it, both upper and lower case.

Each day's instruction is to be planned as a correlated unit. Practice in listening, speaking, reading, and writing should be included each day. Each skill practiced will reinforce the others.

With reading and writing, the students are to be taught the use of the period, the question mark, and the apostrophe, and that sentences begin with a capital letter.

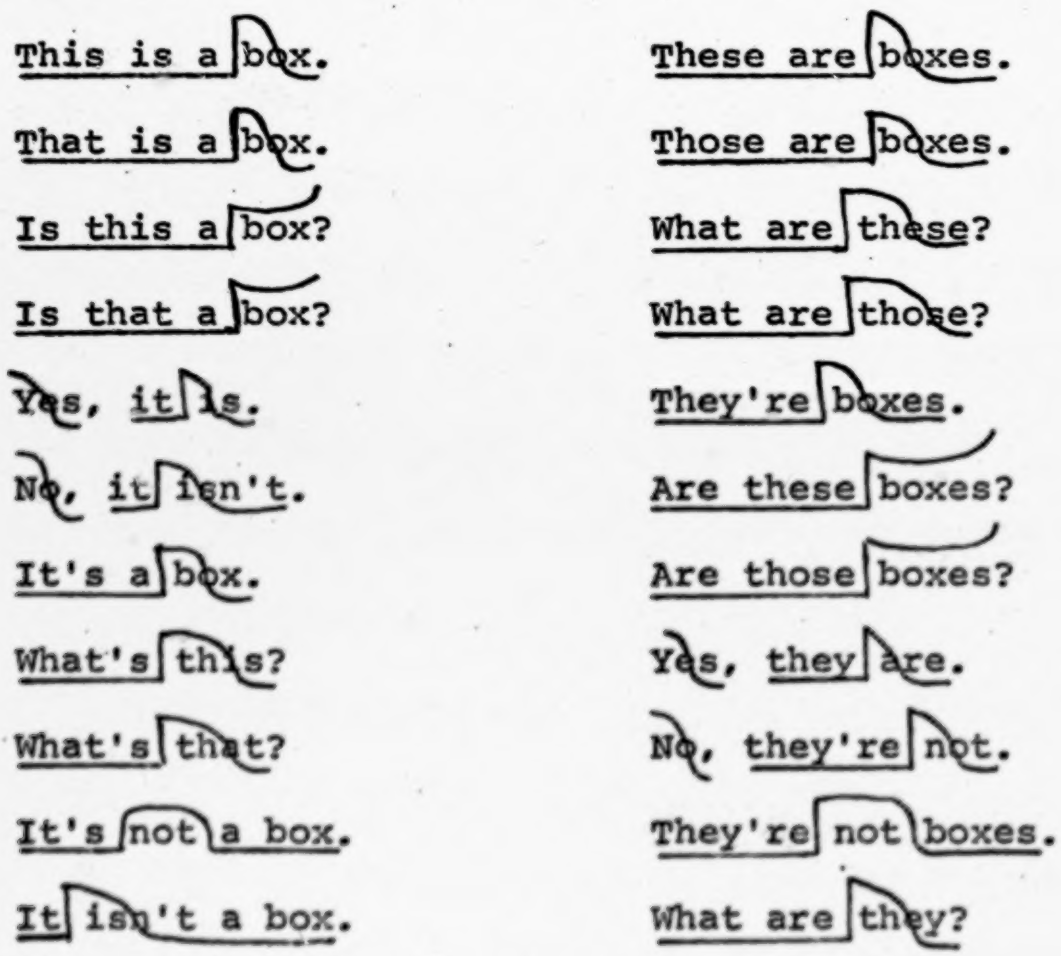
ENGLISH SPEAKING teaches a limited vocabulary of approximately 150 words and three basic sentence patterns. There are about 150 "content" words (concrete nouns) symbolizing things that can be pictured, like apple, box, tree. Both the singular and plural forms of these content words are given. Your students will want to master vocabulary and sentence patterns that they can use in natural everyday situations. Therefore, if there are other nouns that your students need to learn, for classroom use and for their own everyday situations, please do not hesitate to substitute for or add to the nouns found in ENGLISH SPEAKING. For example, you may want to identify objects within the classroom. Word labels attached to objects in the classroom are a useful device for teaching word recognition. However, make sure that your students understand all meanings and that the basic sentence patterns presented are habituated.

The three basic sentence patterns in ENGLISH SPEAKING are positive statement, negative statement, and question. The content words that are taught by means of pictures will vary within the sentence patterns. The "structure" words such as this, that, these, those, is, are, a, an, what's, it, they, it's, and they're will remain the same. The structure words cannot be taught through pictures and must be taught within the context and framework of a sentence. The examples of the three basic sentence patterns to be taught in ENGLISH SPEAKING are as follows:

Positive Statement	Negative Statement	Question
This is a/an _____.	No, it isn't.	Is this a/an _____?
That is a/an _____.	No, they're not.	Is that a/an _____?
Yes, it is.	They're not _____.	What's this?
It's a/an _____.	It's not a/an _____.	What are these?
These are _____.		What are those?
Those are _____.		Are these _____?
They're _____.		Are those _____?
Yes, they are.		What are they?

In addition to the three basic sentence patterns in ENGLISH SPEAKING, you will also need to teach, functionally, the imperative or command sentence such as "Listen," "Repeat after me," "Read this sentence," "Write this sentence," etc.

The nouns in ENGLISH SPEAKING have been selected on the basis of sound as well as on the basis of vocabulary. "Troublesome Sounds for Spanish Speaking Adults" and a "Minimal Pairs" list are included as a part of this guide. Students learn sounds and pronunciation best by imitating the teacher, and much class time should be spent on actual pronunciation and repetition exercises. The first essential of good pronunciation is proper intonation. Intonation of basic sentence patterns must be drilled repeatedly until habituated. For example:



This is a box.
That is a box.
Is this a box?
Is that a box?
Yes, it is.
No, it isn't.
It's a box.
What's this?
What's that?
It's not a box.
It isn't a box.

These are boxes.
Those are boxes.
What are these?
What are those?
They're boxes.
Are these boxes?
Are those boxes?
Yes, they are.
No, they're not.
They're not boxes.
What are they?

Emphasize intonation when you first introduce a word, phrase, or sentence. To help your students achieve proper intonation, use some of these techniques: Exaggerate the rise and fall of your own voice and move your hand up and down as your voice rises and falls; draw intonation lines on the blackboard; tap the rhythm out on your desk; hum the rhythm of a sentence.

The pictures in the text and the transparencies for use on the overhead projector are excellent visual aids to use in introducing English as a second language. However, the best visual aids are the physical objects themselves, insofar as they can be brought into the classroom. To introduce words, you will find flash cards very useful. However, the words should be used in sentence patterns rather than in isolation. Each word on a card should be large enough to be seen by the whole class.

To achieve understanding, it may be necessary, at times, to give instructions or to give an equivalent word, phrase, or sentence in the student's native language. However, this should be discontinued as soon as possible.

Following are some examples of practice exercises that can be used to introduce and drill the words and sentence patterns in ENGLISH SPEAKING. Speaking, listening, reading, and writing skills are all included in the exercises. Vary the exercises to keep your students interested and attentive and to keep the class work moving. Shift from one type of exercise to another; change often from choral to group to individual recitation; divide your class into smaller groups so that you can listen to groups and correct students individually. Work toward maximum participation; it is the students who need to practice speaking English, not the teacher.

Before you proceed to a new exercise, be sure that every member has taken all the parts -- that he has asked questions as well as answered them, that he has made negative constructions as well as positive ones. As the students become familiar with your instructions and techniques, you will be able to proceed more rapidly. However, it is important that a class not try to learn too much at once or go too fast. Sentence patterns and vocabulary should both be limited and should be immediately useful for sensible conversation about things in the classroom and in everyday life.

The drills given are basic and furnish a framework to be expanded and adapted to daily lesson needs. They are in no way intended to be all inclusive or to offer a complete blueprint for your class. The nouns and sentences used in the exercises are examples only and are subject to teacher substitution to fit the lesson.

Before leaving ENGLISH SPEAKING, review thoroughly the concepts it has presented. Use oral drills to test listening, speaking, and reading achievement, and dictation drills to test writing achievement of each student. No student is to be introduced to the next text until he has mastered the material in ENGLISH SPEAKING.

PATTERN DRILLS

HAND SIGNALS

Be sure to work out a system of hand signals for drilling your class. Hand signals will allow you to drill rapidly and will eliminate the need for always giving verbal instructions. Have signals for "Listen," "Be quiet," "Repeat," etc.

REPETITION DRILLS

Repetition drills are first and basic for oral practice. Start with repetition drills, using the object itself, a transparency on the overhead projector, or a picture. Be sure that the entire class can see the presentation. Repeat the word or phrase at least three times and indicate rising and falling intonation by hand movements. Be sure that the difference in the use of the articles *a* and *an*, and the omission of the article with words like *thread*, *celery*, and *overalls*, are understood.

Teacher: "Listen, BOX BOX BOX"

"Repeat after me. BOX BOX BOX"

Have the class repeat *each time* in chorus. Establish the meaning of the word and then work on intonation and pronunciation. Much repetition is needed to assure accurate imitation of the teacher.

Teacher: "Listen. A BOX A BOX A BOX"

"Repeat. A BOX A BOX A BOX"

Have the students repeat each time, first in chorus, then in small groups -- by rows, by location in the room, men vs. women, etc. Listen particularly for the rising-falling intonation, and the pronunciation of the vowels: a /ə/ and short o.

Teacher: "Listen. THIS IS A BOX. THIS IS A BOX. THIS IS A BOX."

"Repeat. THIS IS A BOX. THIS IS A BOX. THIS IS A BOX."

Have the students repeat each time, first in chorus, then in small groups, then individually. Check the intonation and pronunciation of a /ə/. Emphasize the sounds of s in this /s/ and in is /z/.

Repeat the above drills with the first five nouns or with nouns of your own choosing. When the students are imitating you satisfactorily, speak normally and at your usual conversational speed. Pick pictures at random and review each noun taught.

This same type of drill can be adapted as you present the substitution in the sentence pattern of That and It, plural pronouns and nouns, etc. It is also to be used to present the other sentence patterns.

COMPLETION DRILLS

Use completion drills to help the students produce from memory the complete sentence pattern they have learned in repetition drills. Have the students repeat first in chorus, then in small groups, then individually. Continue each drill, using other nouns.

Teacher: "I say: BOX You say: A BOX"

Teacher: "I say: A BOX You say: THIS IS A BOX."

Teacher: "I say: BOX You say: A BOX THIS IS A BOX."

Teacher: "I say: THIS IS A . . . . You say: THIS IS A BOX."

"I say: THIS IS . . . BOX. You say: THIS IS A BOX."

"I say: THIS . . . A BOX. You say: THIS IS A BOX."

"I say: . . . IS A BOX. You say: THIS IS A BOX."

When the students have habituated this exercise, you can introduce chain drills.

CHAIN DRILLS

Go around the class and assign each student one of the letters A, B, or C. Point to a box or the picture of a box and indicate that, in turn, each group of students lettered A, B, or C is to follow the drill. Repeat the procedure, using other nouns.

Teacher: "You're student A. You say: BOX"

"You're student B. You say: A BOX"

"You're student C. You say: THIS IS A BOX."

The ENDLESS CHAIN can be used for question-answer drills. You ask a question, the student who answers it then turns to his neighbor and asks it, the neighbor answers it, and so on until the chain has gone around the class. Following are some examples:

Teacher: "I say: WHAT'S THIS? You say: IT'S A BOX."

"I say: IS THIS A BOX? You say: YES, IT IS."

SUBSTITUTION DRILL

With substitution drills, you can show the students that they can replace one word with another, using the same sentence pattern. Substitution drills also show the students which parts of the sentence pattern remain the same and which parts can be replaced.

Teacher: "I say: THIS IS A BOX. (Cue) POST"

"You say: THIS IS A POST."

"I say: THIS IS A POST. (Cue) DUCK"

"You say: THIS IS A DUCK."

Contine cueing and substituting nouns. Have the students respond in chorus, in small groups, and individually. By this time, the students should be able to substitute any of the nouns they have practiced. The same type of drill can, of course, be used to substitute different pronouns and plurals.

CONVERSION (TRANSFORMATION) DRILL

Conversion drills are usually of two kinds. An affirmative statement is changed to a negative statement, or a positive statement is changed to a question (or vice versa). Examples:

Teacher: "I say: THIS IS A BOX. You say: THIS IS NOT A BOX."

Teacher: "I say: THIS IS A BOX. You say: IS THIS A BOX?"

Teacher: "I say: ARE THESE BOXES? You say: THESE ARE BOXES."

CONVERSATION DRILL

After students have memorized the vocabulary and basic sentence patterns and can make automatic responses, more sophisticated conversation drills can be used. For example, you display some object and ask "Is this a _____?" and your students answer "Yes, it is" or "No, it's not." Then you can ask "What is it?" or "What are they?" as the case may be, and your students can answer "It's a _____." or "They're _____." They are now able to choose what they want to say in answer to your questions. To obtain more participation, encourage your students to ask the questions as well as to give the answers.

WORD RECOGNITION

Using the book, blackboard, overhead projector, or flash cards, present each word in oral repetition, completion, chain, and substitution drills as you did with the pictures or objects. Randomize the presentation to be sure that students recognize each word. Use the word flash cards and have the students use each word in the basic sentence pattern "This is a/an _____." "That is a/an _____." "It is a/an _____." "Those are _____." etc. The content words and structure words should both be included in the word recognition drill.

WRITING DRILL

The teacher should obtain and distribute a Zaner-Bloser sheet to each student. The student should first learn to print and then make the transition to cursive writing.

BOX	box
A BOX	a box

This is a box.

Print the above on the blackboard or on a transparency for your overhead projector. Have each student copy it until he has mastered the form. Then, in the text, by the picture of the box, have each student print "This is a box." He should use a capital letter and a period.

Using the blackboard or transparencies, have students write the complete sentence "This is a/an _____" for each picture.

Without using any visual aid, dictate the same exercise as above (i.e., "This is a/an _____.") until each student can write it from memory.

The same type of drill can be used for other substitutions and constructions. The lines in the text can be used for student writing of the following sentences when each sentence has been mastered:

This is a/an _____.
That is a/an _____.
It's a/an _____.
Is this a/an _____?
Is that a/an _____?
It's not a/an _____.

He must also master writing the following constructions:

What's this?
What's that?
Yes, it is.
No, it isn't.

READING DRILL

Either the blackboard or word flash cards on a display board can be used for this reading drill.

Print a sentence such as This is a box on the blackboard or arrange flash cards to form the sentence. Pronounce the sentence and have your students repeat it after you. Then erase or remove the word This and replace it with the word That and then the word It. Pronounce each new sentence and have your students repeat it after you in chorus, small groups, and individually. The same drill can be used with These, Those, and They.

Using the same sentence, erase or remove the noun box and replace it with other nouns. Pronounce each new sentence and have the students repeat it after you in chorus, in small groups, and individually.

At random, replace both the pronouns and the nouns until each student has mastered all the possible combinations. For you to evaluate his mastery, each student should read orally every possible combination.

QUESTIONS

Use repetition drills to teach pronunciation and intonation of the questions; use completion and chain drills to habituate the pattern. Examples:

Teacher: "Listen: WHAT'S THIS? IT'S A BOX."

"Repeat: WHAT'S THIS? IT'S A BOX."

Teacher: "Listen: IS THIS A BOX? YES, IT IS."

"Repeat: IS THIS A BOX? YES, IT IS."

Teacher: "I say: WHAT'S THIS? You say: THIS IS A/AN _____."

PLURALS

Present plurals first as repetition drill, pronouncing first the singular and then the plural of each noun you are working with. Have the students imitate your pronunciation in chorus, small groups, and individually. Emphasize pronunciation and pay particular attention to the three plural endings: /s/, /z/, and /iz/. This drill can include up to ten nouns at a time. Be sure all students understand that the plural ending stands for more than one. This can be done by using more than one object or with the pictures in the book or the transparencies. Substitution drills can be used to drill the usage of is and are in the sentence pattern and to drill the omission of the article with the plural nouns.

Teacher: "Listen. THIS IS A BOX. THESE ARE BOXES."

"Repeat. THIS IS A BOX. THESE ARE BOXES."

Continue with the singulars and plurals of different nouns, adapting the various kinds of drills.

Sentences to be mastered for listening, speaking, reading, and writing are as follows:

These are _____.*
Those are _____.*
What are these?
What are those?
They're _____.*
Are these _____?*
Are those _____?*
Yes, they are.
No, they're not.
They're not _____.*
What are they?

TEACHING THE ALPHABET

Most of your adult students will want to learn the English alphabet. The list of nouns on page 5 of Section 3 and the Zaner-Bloser sheets can be used to teach the alphabet and the sounds of each letter within the context of a word. To practice writing, each student should have lined paper, and letters should be proportioned as shown on the Zaner-Bloser sheets. The objective is to learn the shapes and sounds of the individual letters in alphabetical sequence. This includes initial consonant sounds, the long and short vowel sounds, and the hard and soft sounds of c and g. Letters should be used in words and words in sentences. Flash cards containing letters and words are very effective in helping to teach alphabetical concepts.

In teaching writing, introduce each letter in manuscript style first, both upper and lower case. Then make the transition to cursive writing.

Following are some exercises and progress checks that can be used in teaching the letters and sounds of the alphabet.

The word angel can be used to introduce the sound of long a. Individually and collectively, have the students name other words they have had in ENGLISH SPEAKING that begin with the same sound. Drill on pronunciation until each student can make the sound acceptably. Then use the word ant to teach the short a sound. Drill on the words in the list that start with a, having the students discriminate which words begin with a short a sound and which ones begin with a long a sound. Before leaving the a words, teach your students how to print and write the letter a, both upper and lower case. Proceed with other letters of the alphabet in the same manner.

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*Sentences to be written on the lines by the picture in the text. The other sentences must also be mastered.

To provide variety and reinforce learning, it is suggested that letters be taught in blocks. For example, after teaching the sounds of a, b, c, and d, the students should memorize these four letters in sequence. Subsequent blocks can be taught as follows: e, f, g, -- h, i, j, k -- l, m, n -- o, p, q -- r, s, t -- u, v, w -- x, y, z. However, care must be taken that students can produce each group in sequence to form the complete alphabet. The following drills can be used for this purpose:

Print (or write) the missing letters:

d ____ f g ____ i

d ____ f ____ h ____ j ____

p ____ r ____ t ____ v

a b c __ __ f g h __ __ k l m __ __ p q r __ __ u v

__ __ y z

ADDITIONAL EXERCISES

Sentences to be put on the blackboard, said out loud, and written:

A is for apple.
B is for boy.
C is for coat.
D is for door.
E is for egg.
F is for fence.
G is for girl.
H is for hand.
I is for Indian.
J is for jacket.
K is for key.

L is for ladder.
M is for men.
N is for nail.
O is for ox.
P is for pencil.
Q is for queen.
R is for ring.
S is for socks.
T is for truck.
U is for umbrella.
V is for vise.
W is for wagon.
X is for X-ray.
Y is for yarn.
Z is for zipper.

Draw a line between the words that begin alike:

ant
baby
ladder
zoo
road

ball
ring
apple
lamp
zipper

Print (or write) the missing letter:

d__ess
c__w
__gg

la__p
__pple
__ndian

Draw a line between the words that are alike:

apron	apron
car	car
girl	girl
tree	tree
window	window

Draw a line between the letters that have the same sound:

M
P
A
B
R

p
m
r
a
b

SAMPLE LESSON PLAN*

This is a sample lesson plan for the first class meeting of a beginners' class of non-English speaking adults.

TOPIC: Identification and getting acquainted.

AIMS: To teach each student how to write his own signature.
To teach students to ask and answer identification questions.
To teach students routine classroom instructions involving simple statements and inverted order questions.

MOTIVATION AND ACTIVITIES:

Each student is assured of the teacher's interest and friendliness as individual attention is given to filling out class enrollment cards with name, address, and any other information the teacher may desire. Each student who cannot write his own name is given a card with his name written on it.

The teacher circulates in the classroom. He points to himself and says, "My name is Mr. __________." He then points to a student and asks, "What is your name?" If the first student cannot answer, the teacher proceeds to the next one until a student answers correctly. The other students will get the idea of what is meant when they hear the answer. Every student must be given the opportunity to ask and to answer the questions in English.

The sentence patterns are then placed on the blackboard as follows:

Mrs. Brown
My name is Mr. Smith
Miss Ramos

What is your name? My name is __________.

The next sentences, using the same patterns, are:

My address is ____________________________.

What is your address?

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*Adapted in part from the NAPSAE publication Adult Basic Education A Guide for Teachers and Teacher Trainers

Allow sufficient board space for the sentences and be sure they are visible to each student.

Using a chain drill, ask the first student, "What is your name?" The student answers, "My name is __________." He then asks the student next to him, "What is your name?" The student answers and proceeds to ask his neighbor the question, and so on around the room. The same drill is used for "What is your address?" "My address is ____________________."

This gives every student in the class an opportunity to both ask and answer the questions.

With the use of the chain drill, the teacher must use certain words to give instructions to the students. These words may be, "I say: My name is __________." He points to the student and says, "You say: What is your name?" If the student does not understand, the teacher may proceed to a student who does understand, or, if necessary, the teacher may use the native words for Say (Dice, in Spanish), Ask (Pregunta), and Answer (Contesta).

If suitable to the level of the class, the teacher writes the following on the blackboard for students to copy and fill in.

What is your name?

My name is __________.

What is your address?

My address is ____________________.

The teacher circulates in the room to help individual students. Those who cannot write their names should practice forming the letters in their names and leave the dialogue copying until later.

TESL LEVELS: OBJECTIVES, CONTENT, METHODS, AND MATERIALS

ESCRIPTION	CONTENT	METHODS	MATERIALS
EVEL I: on-English speaking dults. **RIMARY OBJECTIVE:** o develop listening nd speaking skills n English. **IME PROPORTION** istening -- 30% peaking -- 30% eading -- 30% riting -- 10%	Speaking vocabulary: Start with 8-10 words of vocabulary a day. Basic intonation patterns: question, statement, and command. The written forms of the words and sentences that can be understood and spoken. Basic punctuation: period, question mark, and apostrophe. Sentences begin with a capital letter. Manuscript and cursive writing. Group process and discussion of common problems.	The basic presentation should be audio-lingual (i.e., memorize basic sentences, oral classroom drill without text, etc.) Present each vocabulary word in context of a sentence. Proceed from the known to the unknown. Maintain constant interrelation between ESL classes and other courses in the curriculum (i.e., pre-vocational and skills classes). Interrelate arithmetic and group process to reinforce ESL. In writing, avoid teaching to form letters and words in isolation. Relate subject matter to adult interests and needs.	English Speaking (HELP produced), with transparencies and teacher instructions. (Introductory text) Say It in English, by Dr. Ray Past, University of Texas at El Paso. (Introductory text for children) Zaner-Bloser sheets and transparencies for manuscript and cursive writing. Peterson Handwriting Legibility Kit English 900, Book 1, with programmed instruction workbook, tapes, and teacher's manual. (Collier-Macmillan)* Working with Words, with teacher's manual. (Steck-Vaughn)* Skills in Spelling, Books 1 and 2, (McCormick-Mathers).* Arithmetic: Multiplication and Division, A Programmed Text (programmed instruction, HELP produced.) Use for those who are ready. Troublesome Sounds and Minimal Pairs exercises

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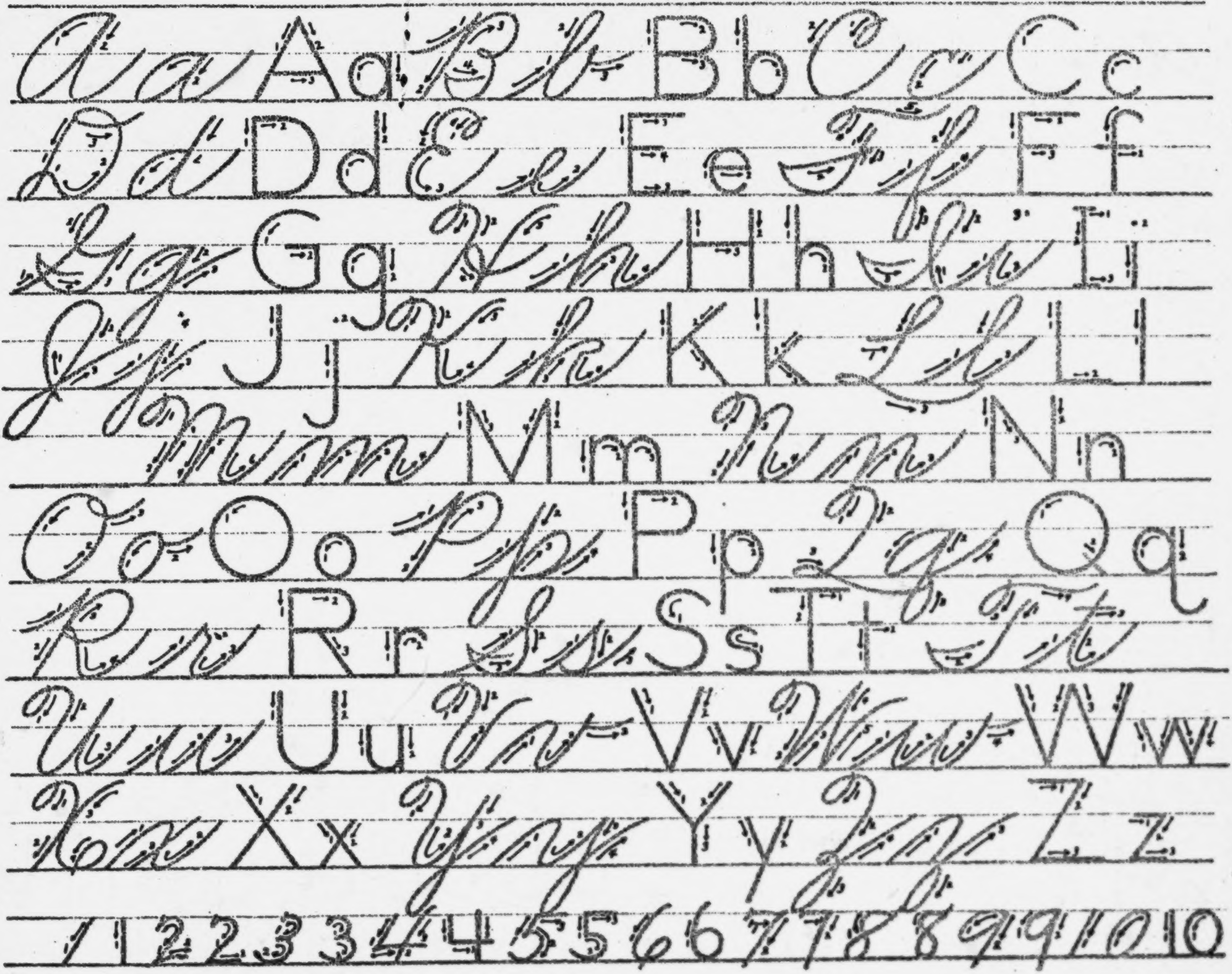
*These texts should follow the introductory texts. See Level II.

TRANSITION

Compare the cursive letters with your manuscript letters.


Aa Aa Bb Bb Cc Cc
Dd Dd Ee Ee Ff Ff
Gg Gg Hh Hh Ii Ii
Jj Jj Kk Kk Ll Ll
Mm Mm Nn Nn
Oo Oo Pp Pp Qq Qq
Rr Rr Ss Ss Tt Tt
Uu Uu Vv Vv Ww Ww
Xx Xx Yy Yy Zz Zz
1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 10 10

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TROUBLESOME SOUNDS FOR SPANISH-SPEAKING ADULTS

a	Since *a* in Spanish normally sounds like the English *a* in *father*, the Spanish speaker tends to give this sound to all *a*'s in English. Hence he fails to distinguish between *fate* and *fat*.
e	The letter *e* in Spanish has the sound of the English *a* in *mate*, or of *e* in *met* (in closed syllables). The Spanish speaker will, therefore, pronounce the English *mere* as *mare*.
i	The *i* in Spanish has the sound of *e* in *be*. Hence the Spanish speaker often pronounces the English *bin* as *bean*.
u	The Spanish speaker tends to use the long *u* sound for the short *u* sound.
y,*j*	The initial written *y* in Spanish is sometimes pronounced as *j*, so there is a tendency to confuse the two sounds.
g,*j*	Since in Spanish the written *g* before *e* or *i* and all written *j*'s sound like a strongly aspirated English *h*, the Spanish speaker tends to pronounce *Gerry* as *Harry* and jarred as hard.
h	Since a strongly aspirated version of the English *h* sound is used for the written *g* and *j*, the Spanish speaker does not associate this sound with the written *h*. In Spanish the written *h* is silent; hence the Spanish speaker will tend to pronounce *harm* as *arm*.

b,v In Spanish, our v sound does not exist. Therefore, the Spanish speaker's b's and v's in English all tend to sound like the English b. His vein and bane sound alike, as do the v in dove and the b in dub.

f,v Since there is no v sound in Spanish, the Spanish speaker may often confuse v with his own sound for f, saying fine instead of vine.

d,th Since the Spanish d is usually pronounced th as in English though, the English dough will often be pronounced the same as though.

t,th The th sound occurs in Spanish only as a value of the written d. Since he fails to relate the sound to the written th, the Spanish speaker may tend to overlook the h altogether, pronouncing then as ten. Even when he masters th, since his own language has only the voiced form, he may pronounce thin with the th of then.

s,z The Spanish speaker almost invariably confuses these two sounds in English. Our sibilant s sound is ascribed to both written s and z in Latin-American Spanish, unless the symbol is followed immediately by a voiced consonant, in which case a sound close to the English z is heard. Hence zone will be pronounced as sewn, and the s in rose as the s sound in cross. He may also ascribe the z sound to the initial _s_ of _slip_, _slap_, and _slaw_ since the following consonant is a voiced _l_.

_sh_,_ch_ There is no _sh_ sound in Spanish, so the Spanish speaker often ascribes our _ch_ sound to _sh_ and tends to pronounce both _child_ and _shield_ with the _ch_ sound of the former.

_r_ The English value for _r_ does not exist in Spanish. The Spanish speaker tends to trill all _r_'s in English, as the trilled value is the only one found in his own language.

The following minimal pairs list is especially useful for Spanish-speaking adults. The list provides practice in discriminating and producing the sounds that are most difficult for them.

Ask your students to listen carefully as you pronounce each pair of words. After each pair, have the students discriminate whether the words are alike or different. To clarify meanings, use the words in sentences. Following the discrimination exercise, have the students pronounce the words in pairs, both as a group and individually. Then pronounce the words at random. Have individual students pronounce each word after you, and use it in a sentence.

MINIMAL PAIRS LIST

Designed to help students differentiate between and pronounce the long a and long e sounds.

feet........fate

mate........meet

raid........raid

feed........fade

read........read

keen........cane

fade........fade

beak........bake

hate........heat

laid........lead

rail........reel

keep........cape

Designed to help students differentiate between and pronounce the long e sound and the short i sound.

bit.........beat

heat........hit

lip.........lip

read........rid

grin........green

reap........reap

grit........greet

rip.........rip

bead........bid

bit.........bit

lip.........leap

Designed to help students distinguish and pronounce the long and short sounds of the vowels.

hat........hate
rate.......rat
rack.......rake
cane.......cane
man........mane
ran........ran
mat........mate
not........note
coat.......cot
rode.......rod
goat.......got
note.......note
cod........code
hope.......hop
bit........bite
hid........hid
like.......lick
hid........hide

bet........beet
weed.......weed
fed........feed
lead.......led
mean.......men
wed........wed
met........meet
tub........tube
but........boot
duke.......duck
boot.......boot
rut........root
jut........jute
soon.......sun
ride.......rid
sit........site
ride.......ride

Designed to help students differentiate between and pronounce the sounds of y and j.

yoke........joke
yam.........jam
yowl........yowl
yell........jell
yet.........jet

yard........jarred
jam.........jam
year........jeer
yowl........jowl
yet.........yet

Designed to help students distinguish and pronounce the sound of h.

hand........and
ear.........hear
has.........has
heat........eat
air.........hair
ham.........am
hot.........hot

heel........eel
hat.........at
eat.........eat
ought.......hot
hold........old
has.........as
hail........ale

Designed to help students differentiate between and pronounce the h sound and the j or soft g sound.

gem.........hem
hard........jarred
jilt........hilt
gem.........gem
hag.........jag
junk........hunk

ham.........jam
junk........junk
jeer........hear
hog.........jog
hard........hard
gym.........him

Designed to help students differentiate between and pronounce the hard g sound and the soft g or j sound.

get.........jet

jag.........gag

gab.........gab

jilt........guilt

gust........just

jab.........jab

job.........gob

get.........get

gale........jail

jot.........got

Designed to help students differentiate between and pronounce the sounds b and v.

vote........boat

robe........rove

ban.........van

vest........vest

vat.........bat

very........berry

bale........bale

best........vest

boat........boat

vale........bale

Designed to help students differentiate between and pronounce the sounds of f and v.

fine........fine

vast........fast

feel........feel

van.........fan

ferry.......very

veil........veil

vine........fine

very........very

veal........feel

face........face

veil........fail

Designed to help students differentiate between and pronounce the sounds of v and w.

vine........wine

wet.........wet

wane........vein

viper.......viper

wary........vary

visor.......wiser

vest........west

wine........wine

van.........van

vet.........wet

vein........vein

wiper.......viper

Designed to help students differentiate between and pronounce the sounds of th and t or d.

tree........three

true........true

tin.........thin

tick........thick

threw.......true

taught......thought

there.......dare

doze........those

they........day

then........den

there.......there

thank.......dank

Designed to help students differentiate between and pronounce the z and sibilant s sounds.

sip.........zip

seal........seal

zinc........zinc

sown........zone

sipper......zipper

raise.......raise

sink........zinc

zeal........seal

face........faze

sue.........zoo

zip.........zip

doze........dose

Designed to help students differentiate between and pronounce the sounds of ch and sh.

cheer.......sheer
shoe........shoe
cheat.......cheat
share.......chair
chin........shin
chop........shop
ship........chip
shock.......chalk
sheet.......cheat
chew........shoe
chair.......chair
shatter.....chatter

Designed to help students pronounce the sound of r correctly.

race
bred
rack
graft
record
bright
rig
rain
rob
ram
mark
grain
star
brain
red
brace
car
run
draw
rose

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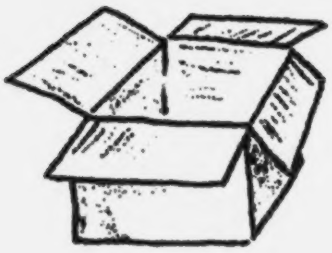

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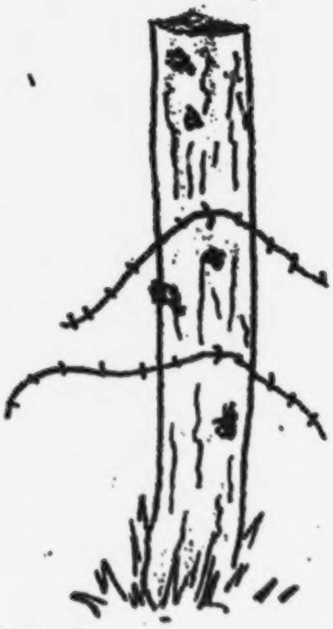

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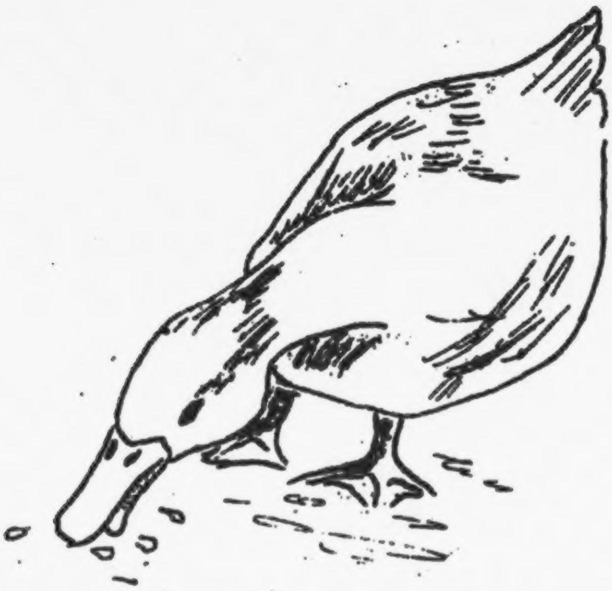

A DUCK

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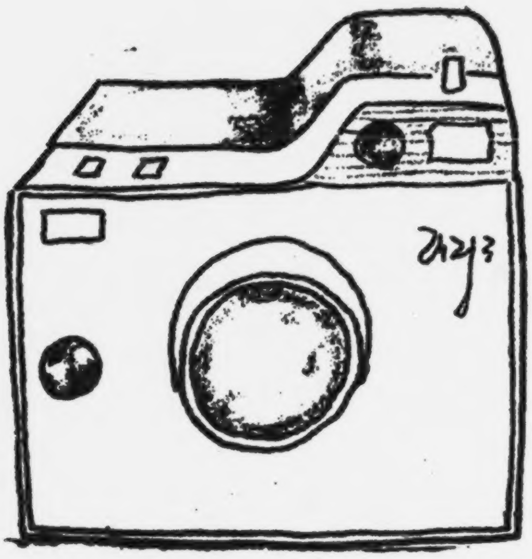

A CAMERA

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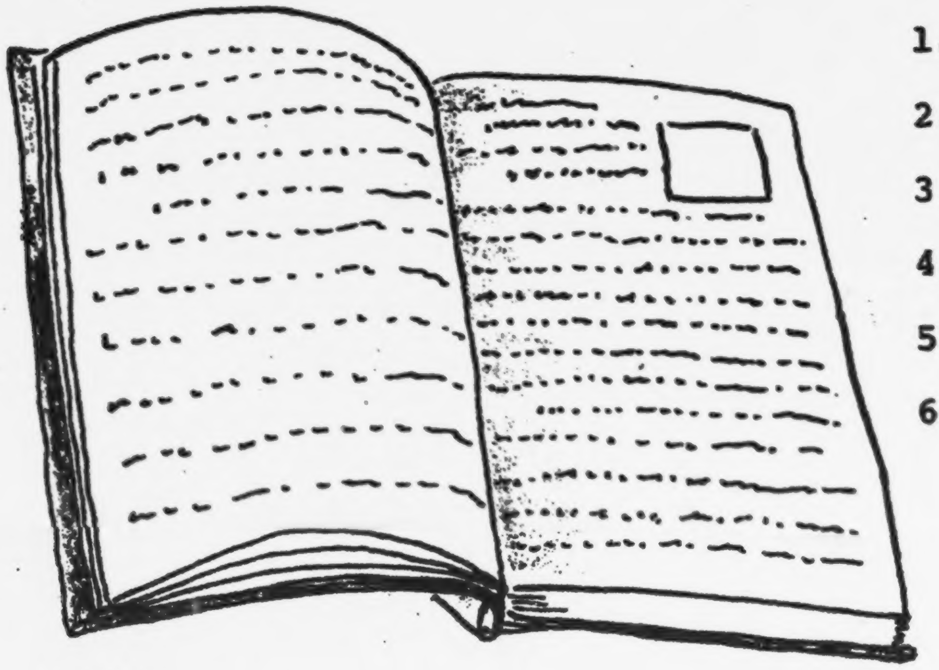

A BOOK

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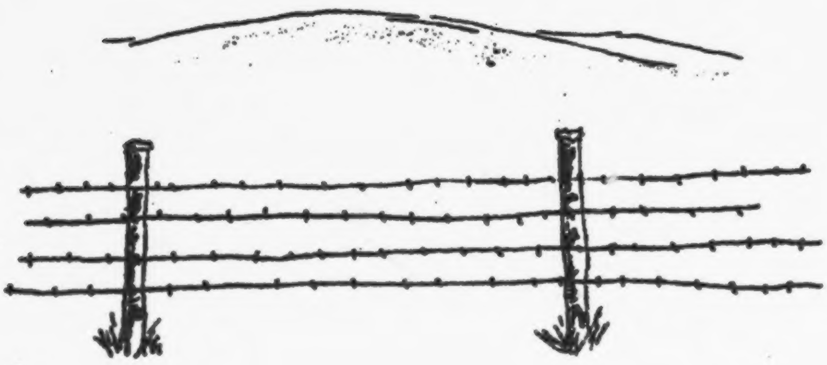

A FENCE

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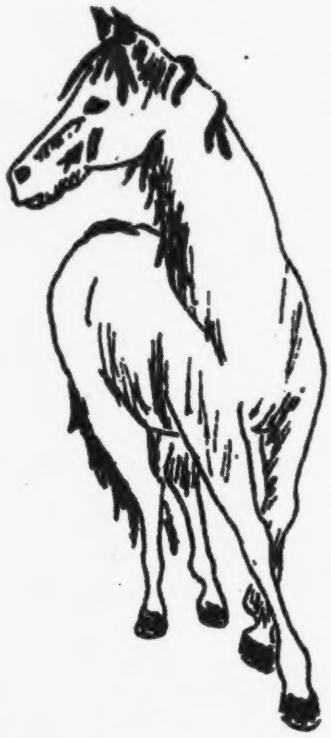

A HORSE

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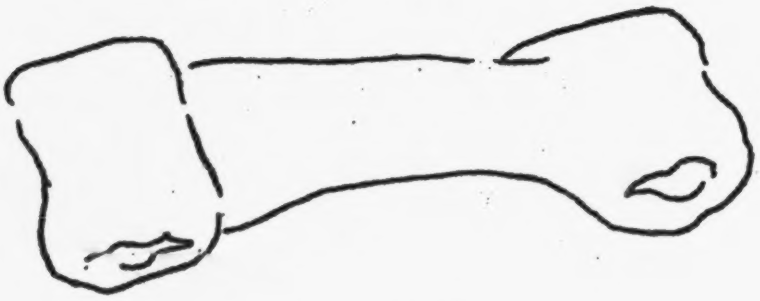

A BONE

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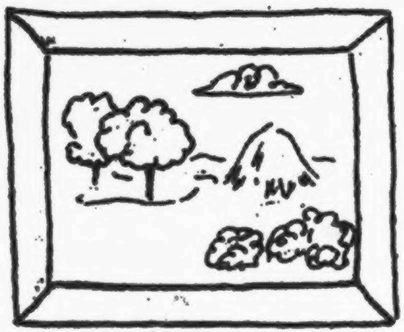

A PICTURE

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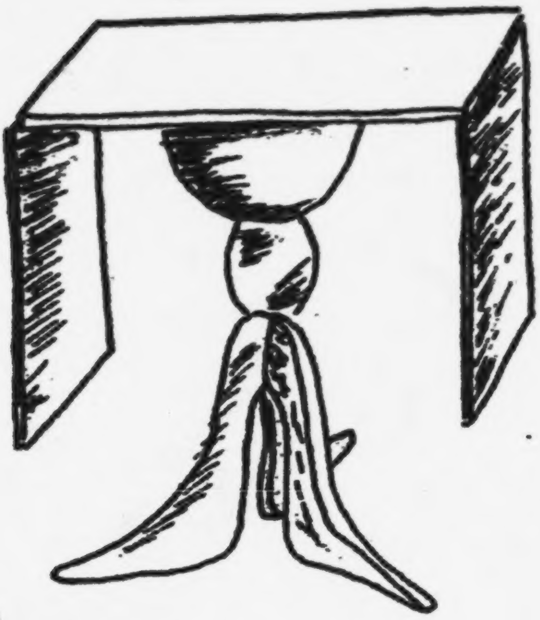

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A TABLE

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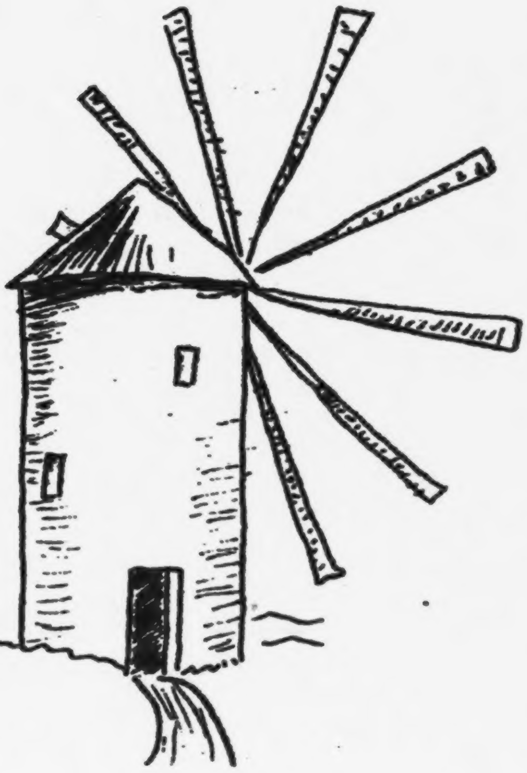
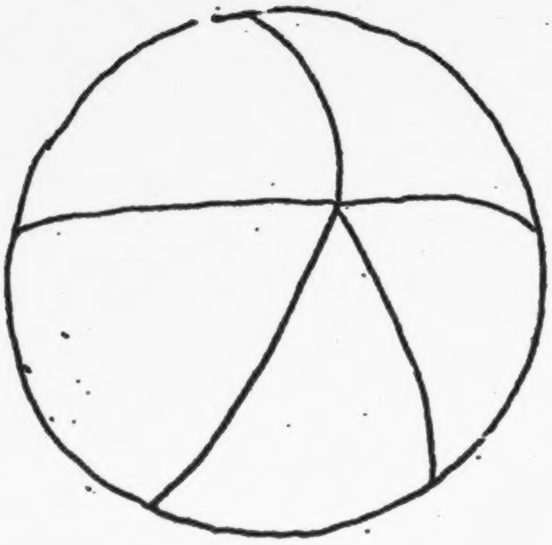


A WINDMILL



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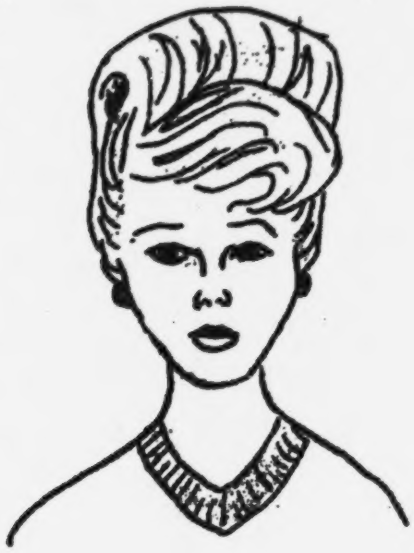
A BALL



A WOMAN

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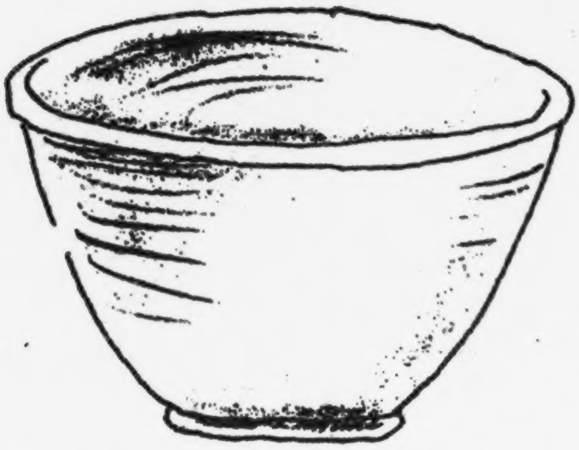

A BOWL

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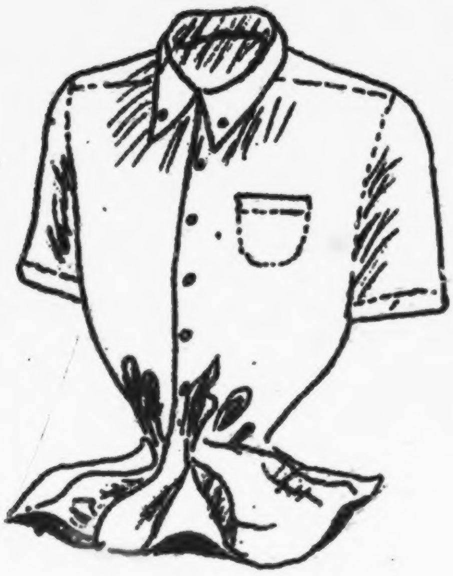

A SHIRT

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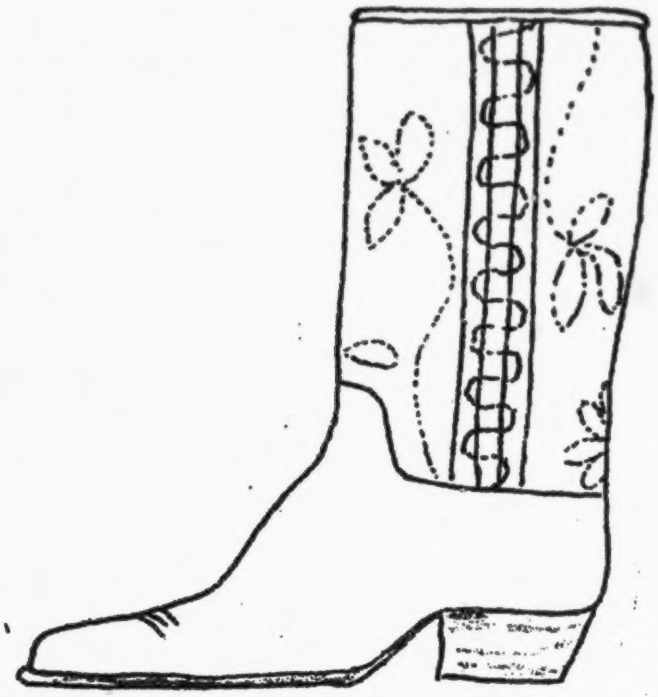

A BOOT

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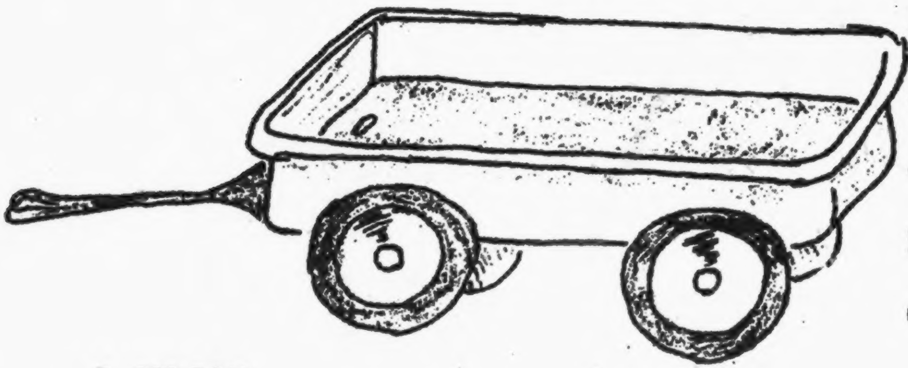

A WAGON

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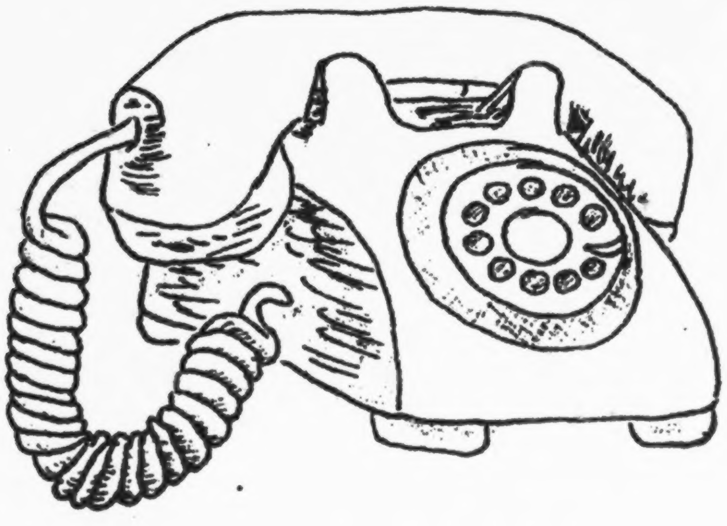

A TELEPHONE

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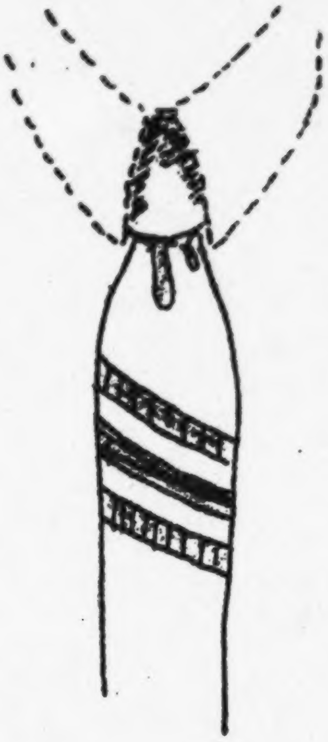

A TIE

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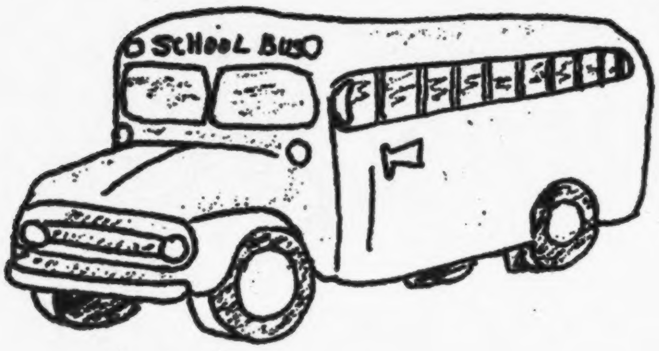

A BUS

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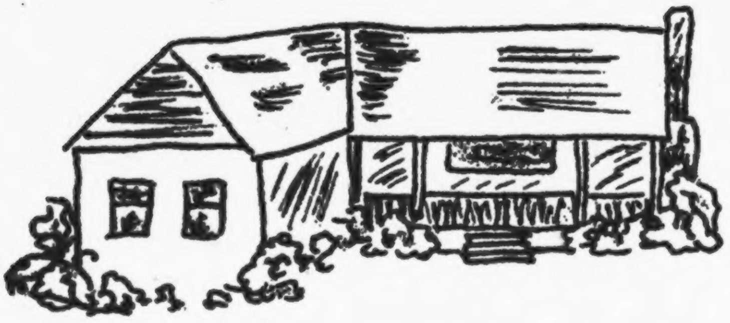
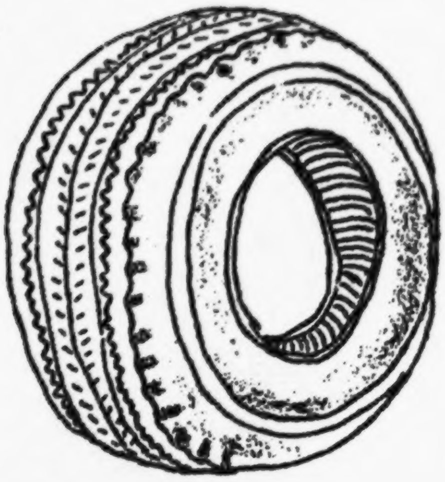


A HOUSE



A TIRE

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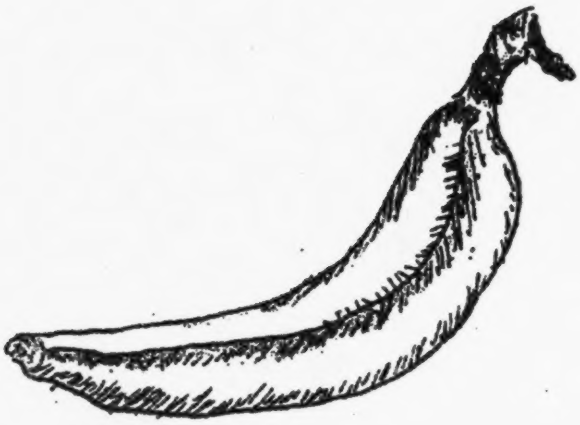

A BANANA

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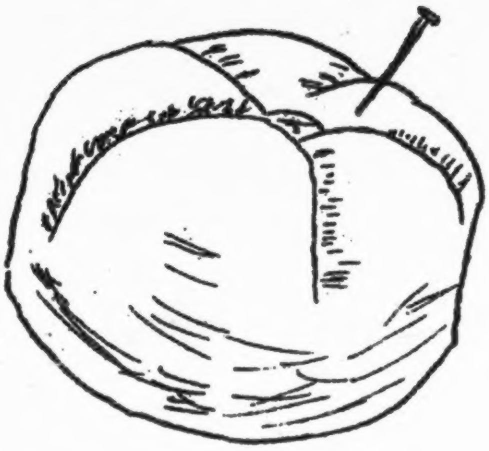
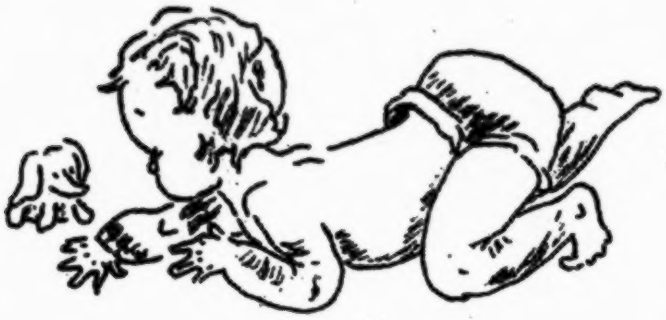


A PIN



A BABY

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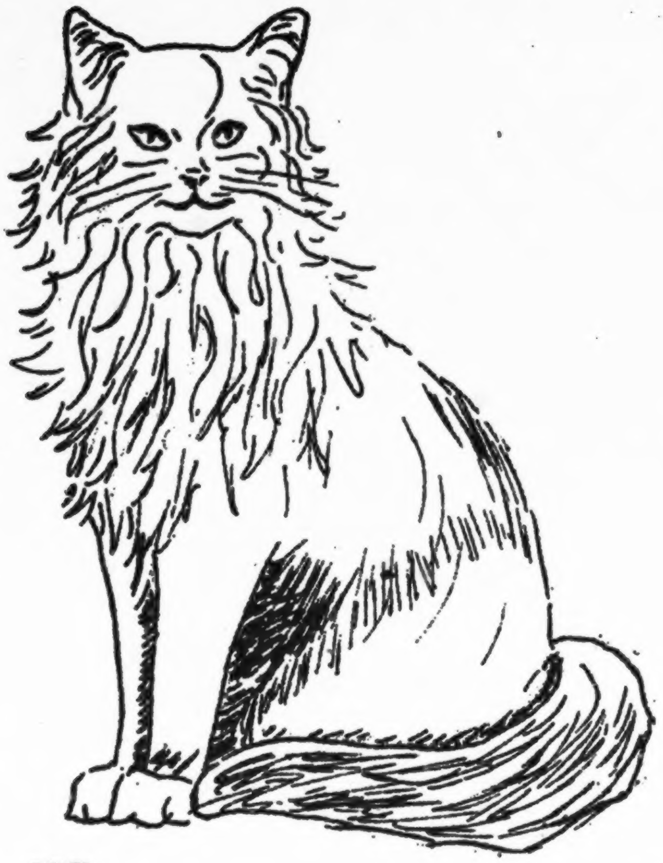

A CAT

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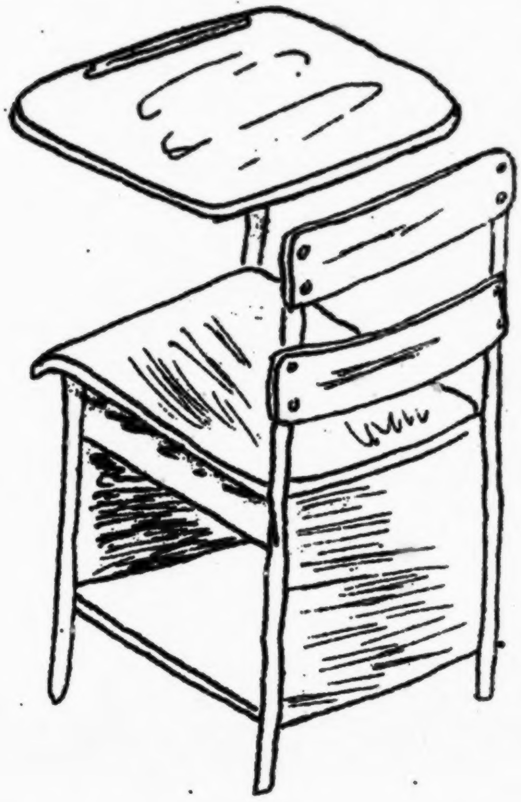

A DESK

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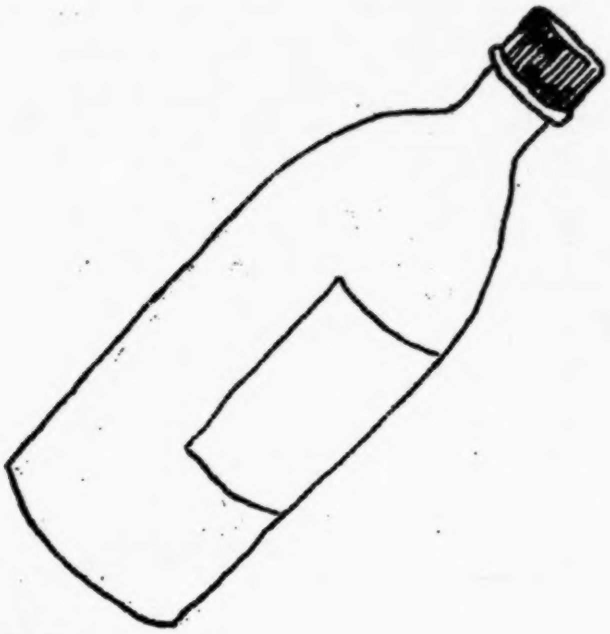

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A BOTTLE

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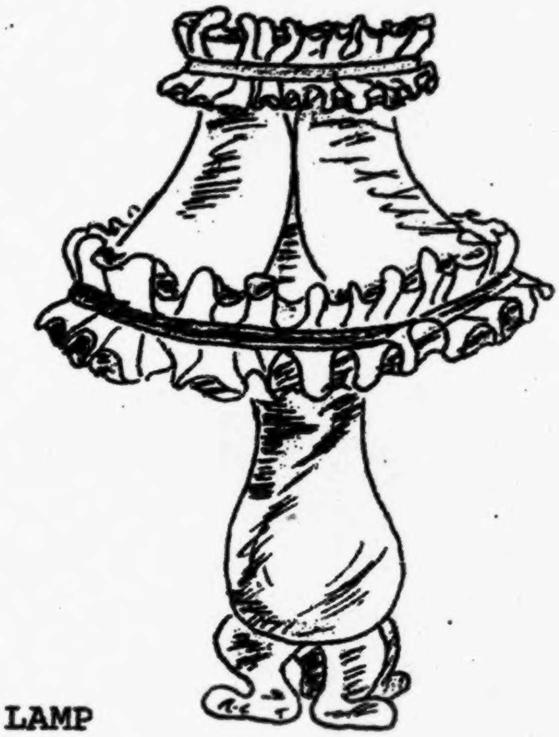
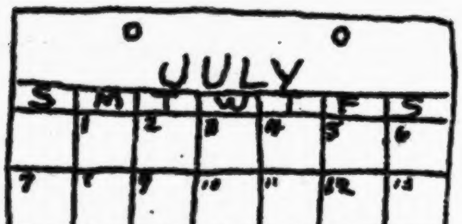


A LAMP


JULY
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

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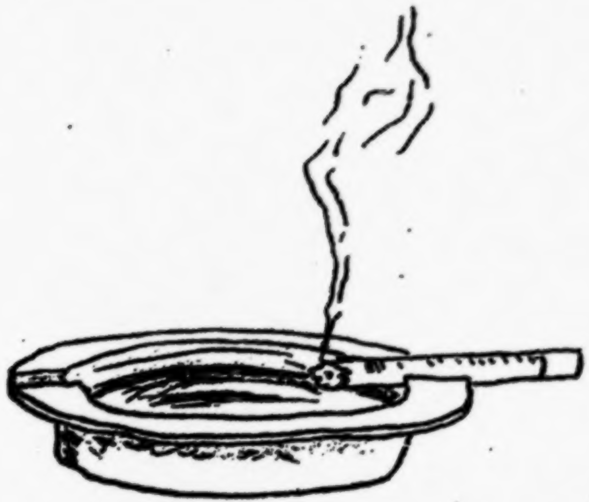
A CALENDAR



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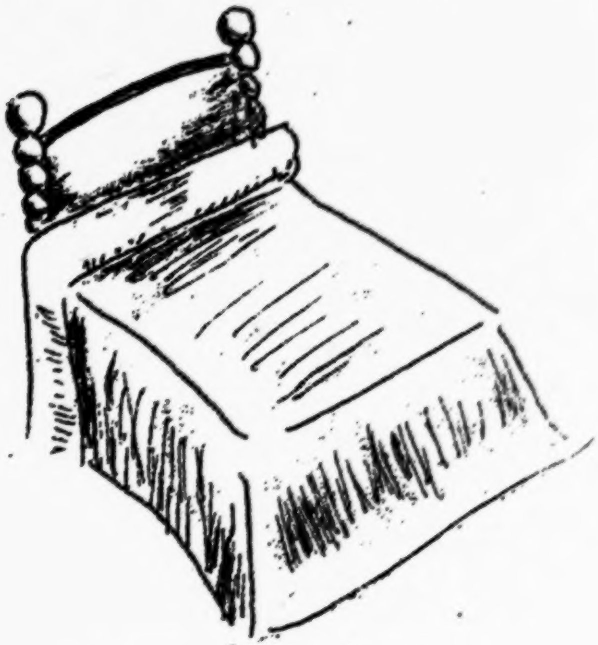
A CIGARETTE



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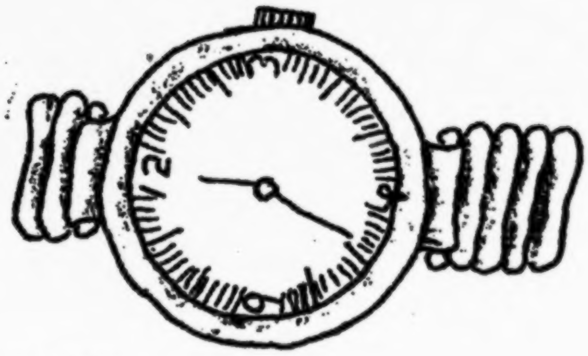

A WATCH

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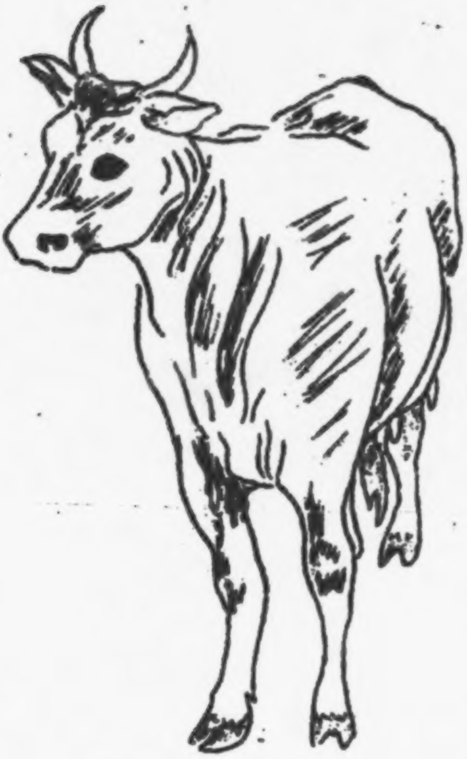

A COW

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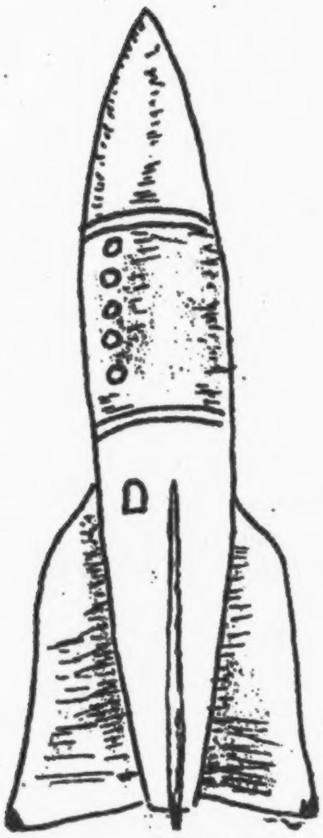
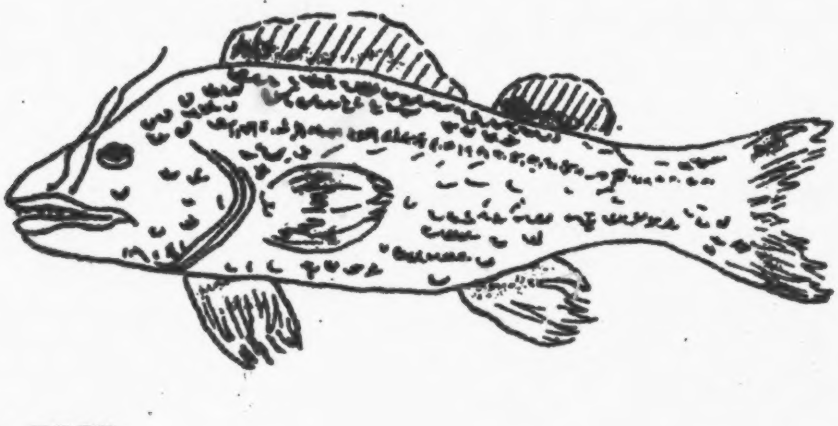


A ROCKET



A FISH

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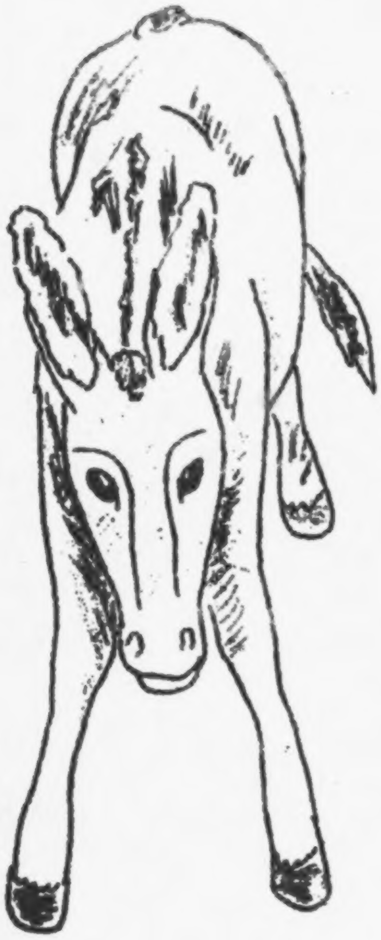

A DONKEY

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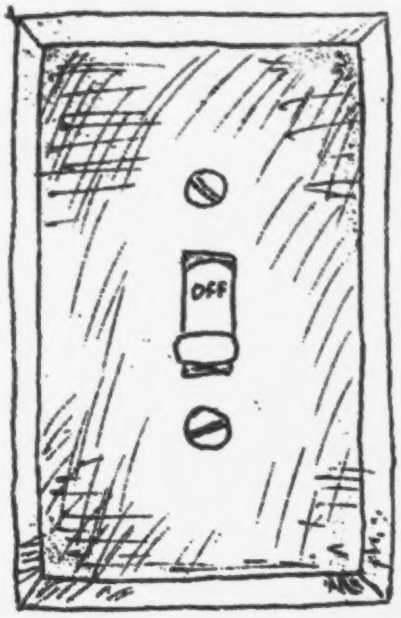

A LIGHT SWITCH

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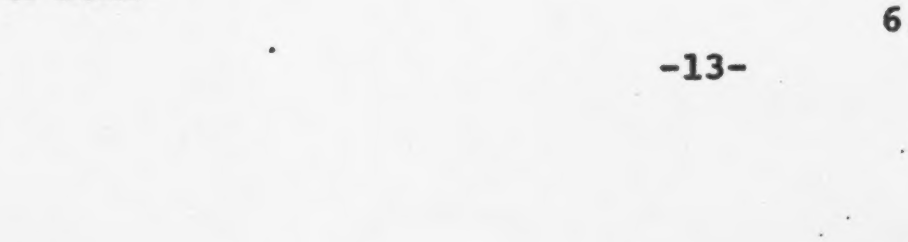

A BOAT

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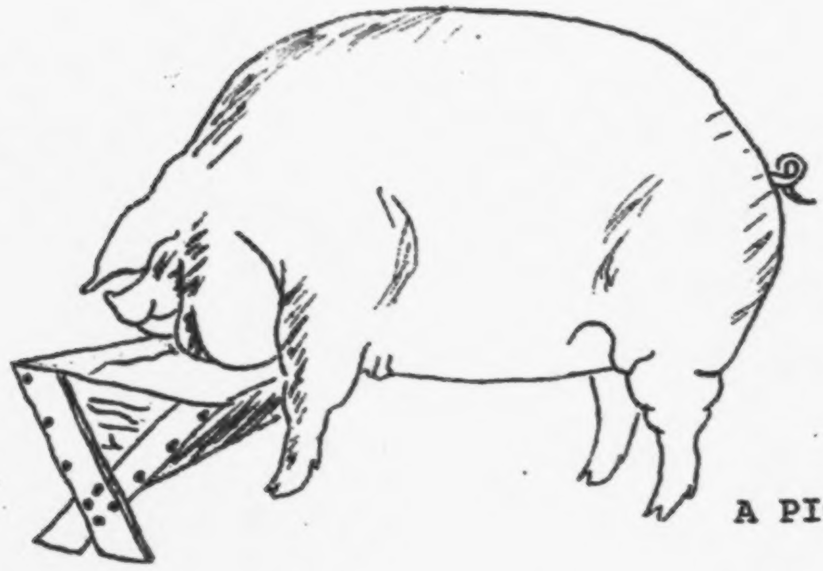

A PIG

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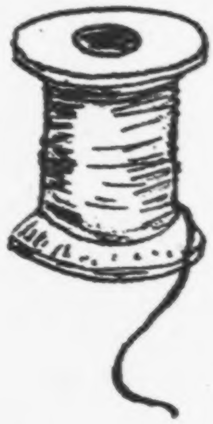
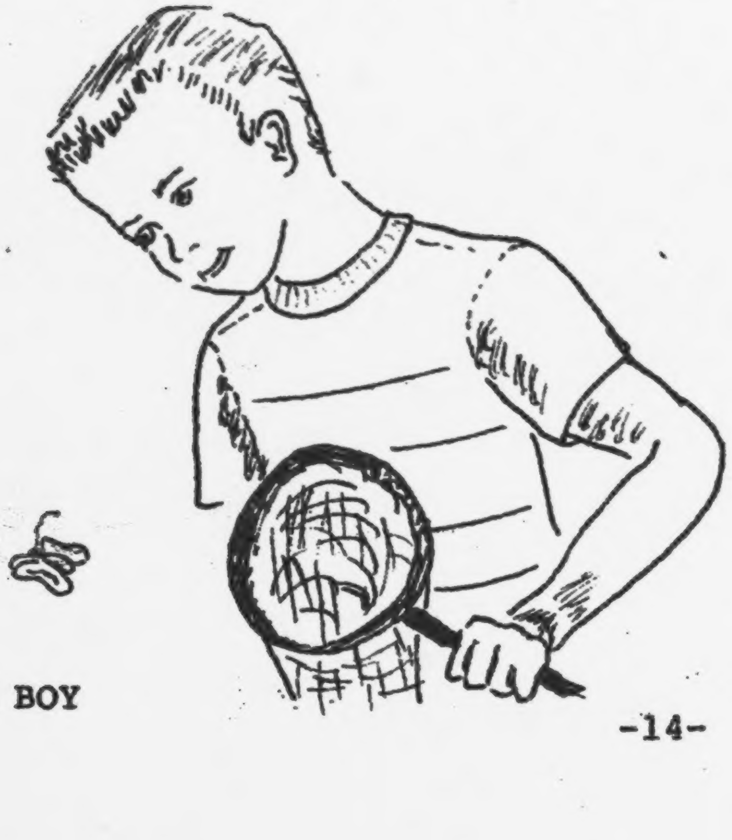


THREAD



A BOY

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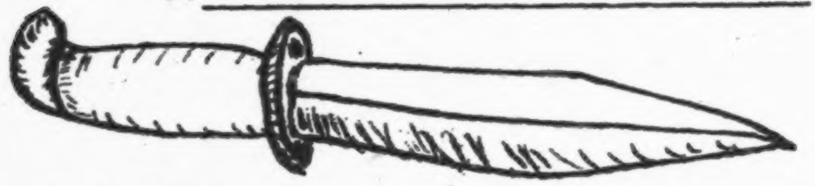
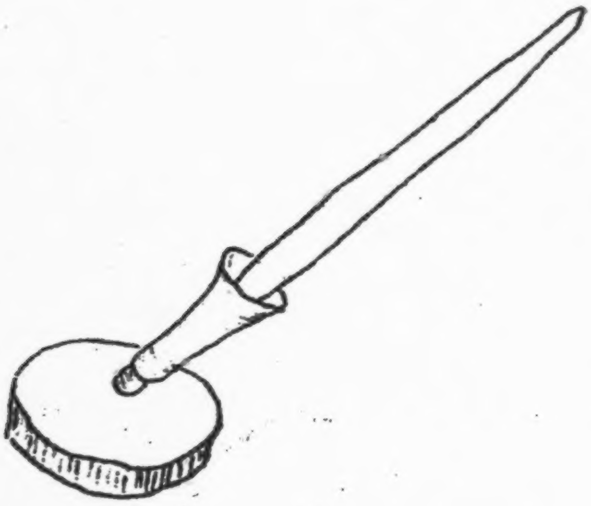


A DAGGER



A PEN

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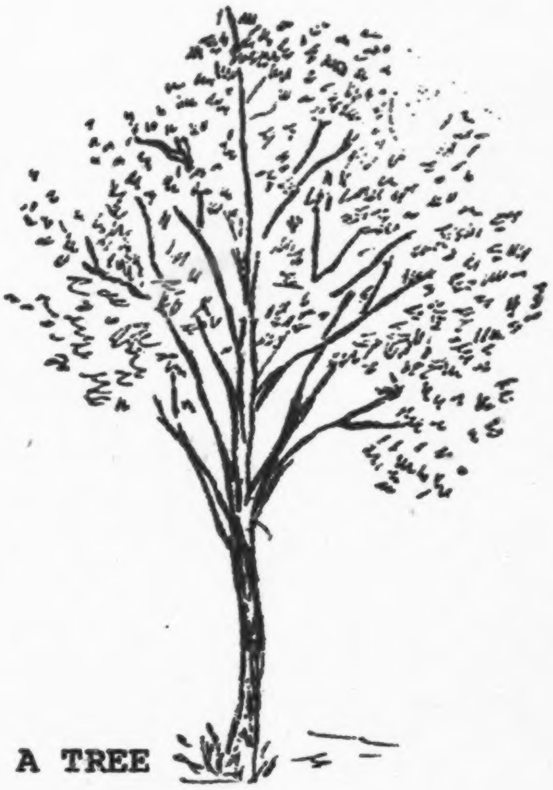

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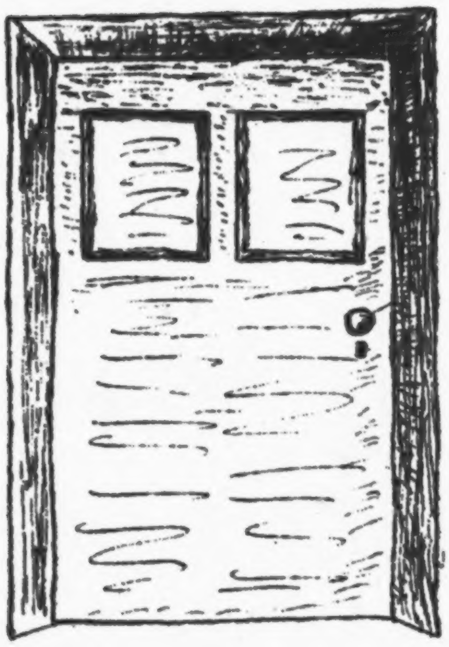
A TREE



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A DOOR

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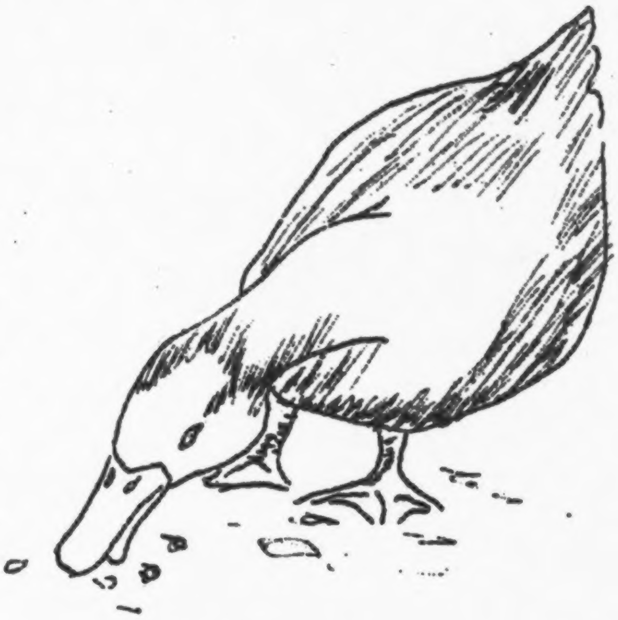
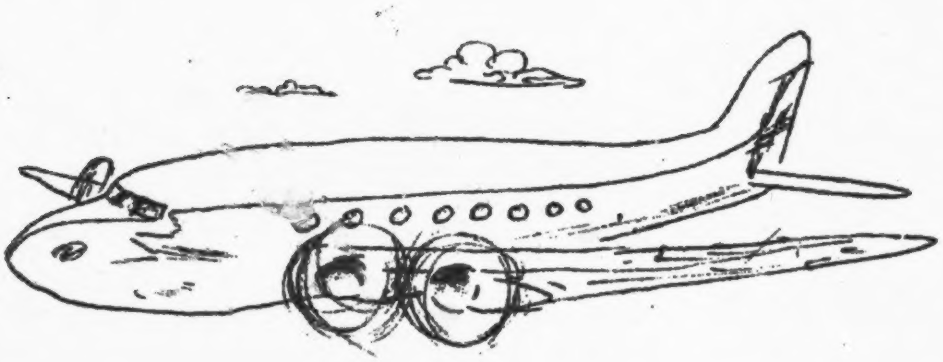


A DUCK



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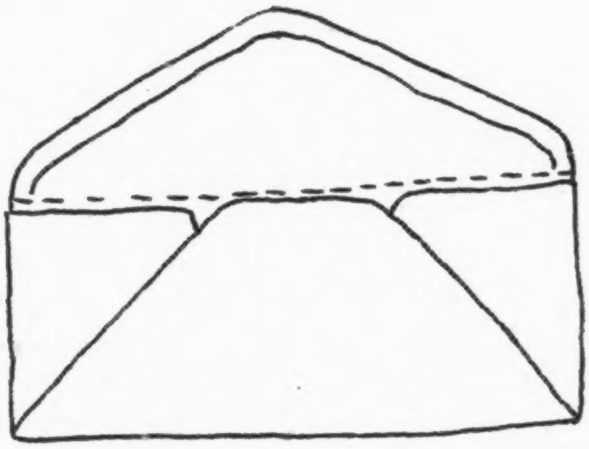
AN AIRPLANE



AN ENVELOPE

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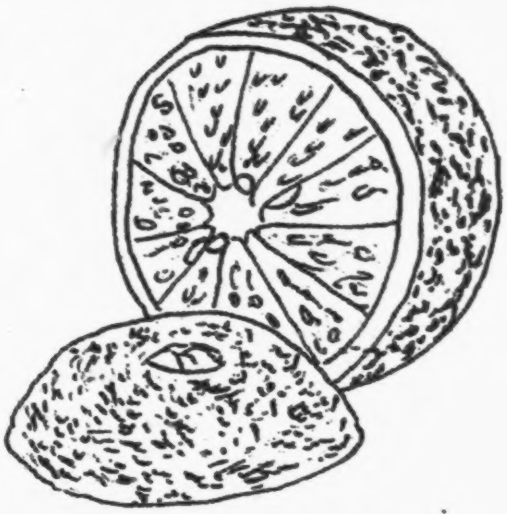

AN ORANGE

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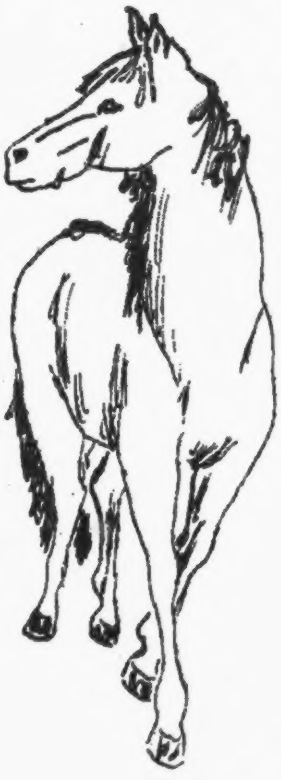

A HORSE

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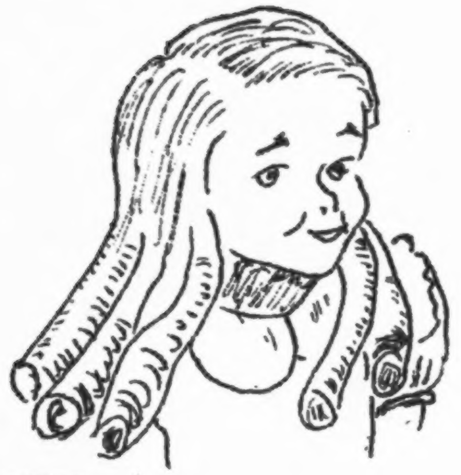

A GIRL

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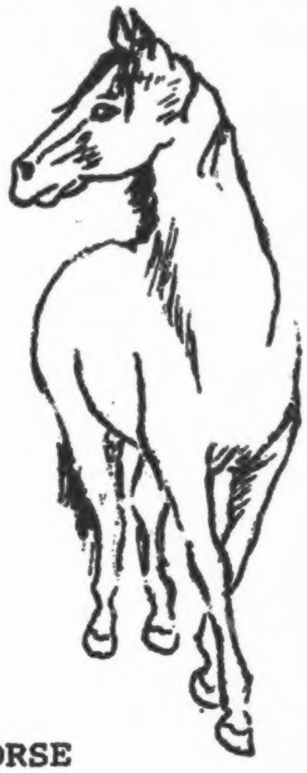
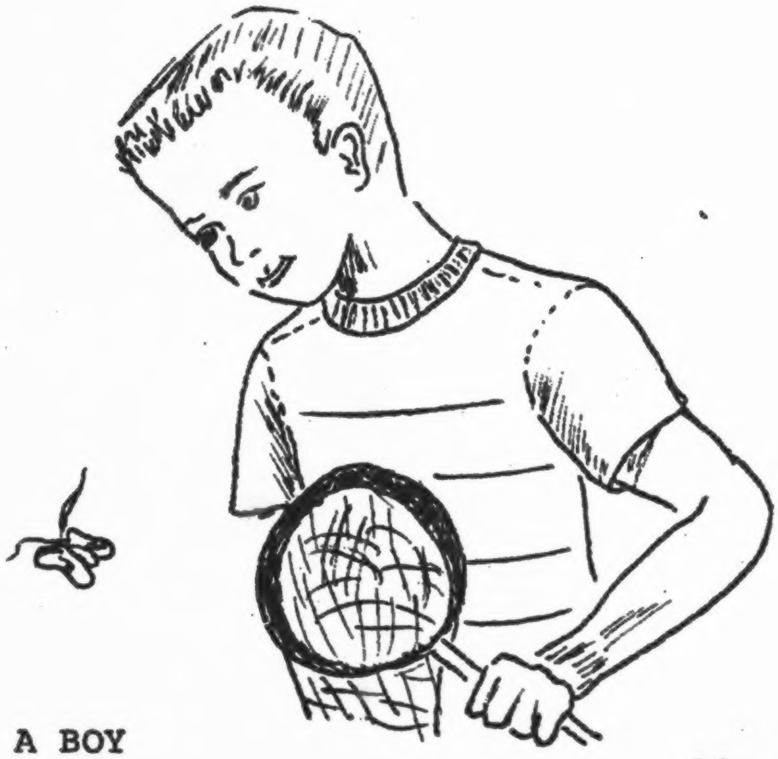


A HORSE



A BOY

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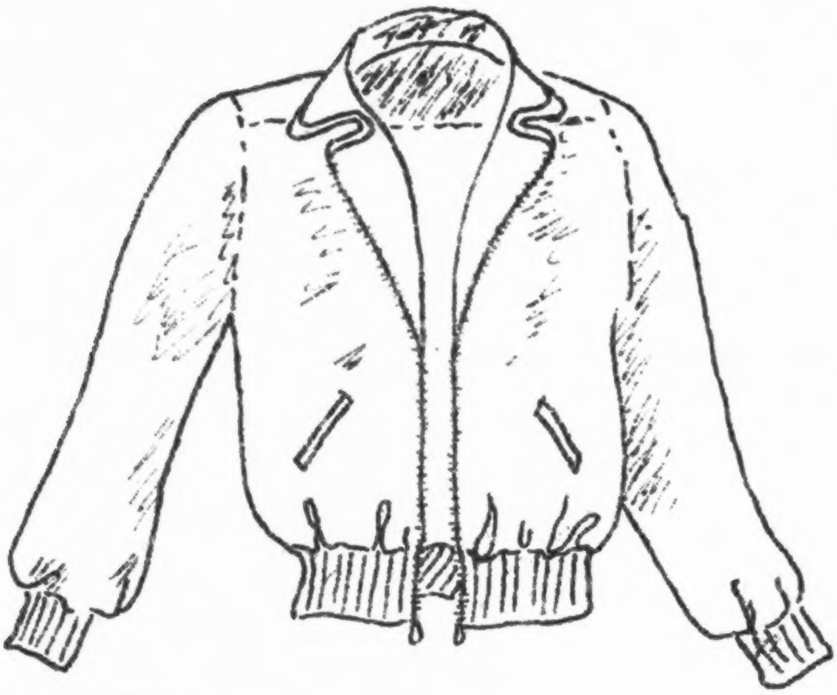

A JACKET

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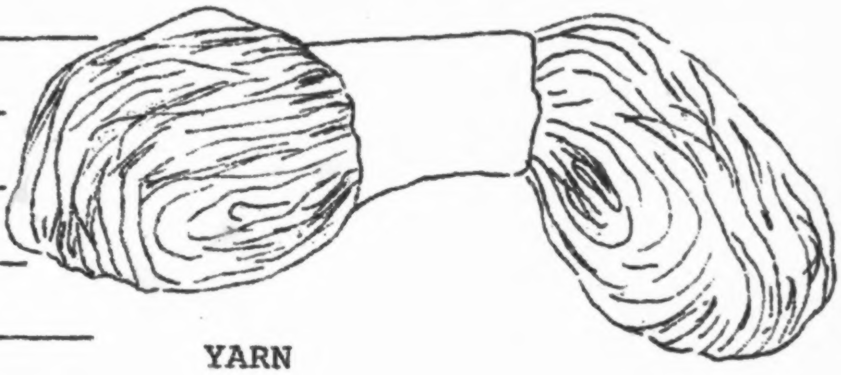
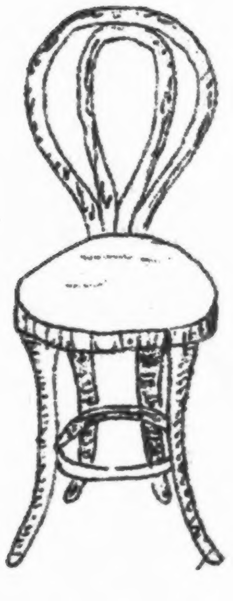


YARN



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A CHAIR

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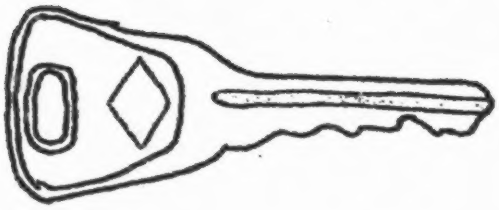

A KEY

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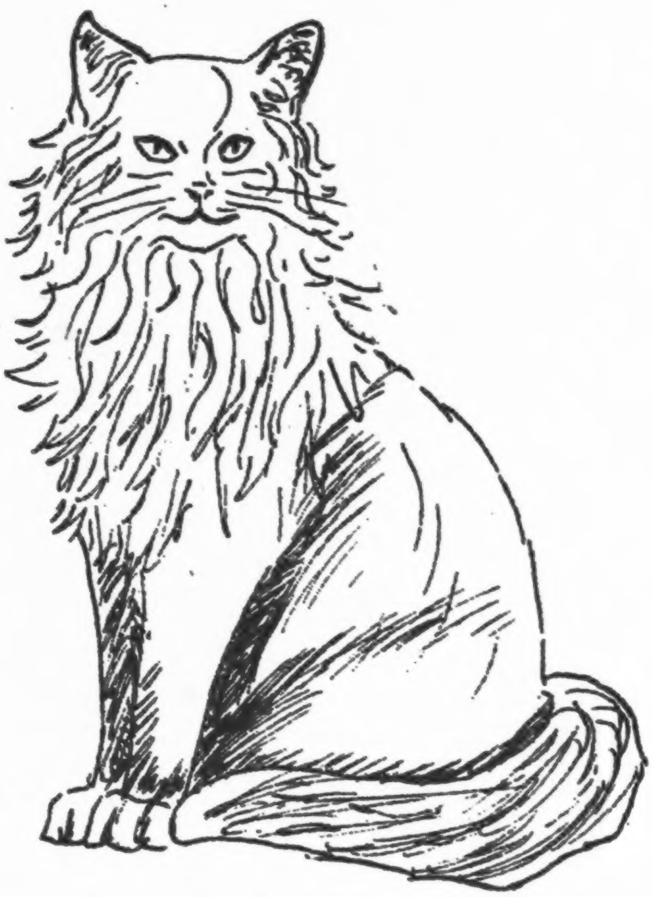
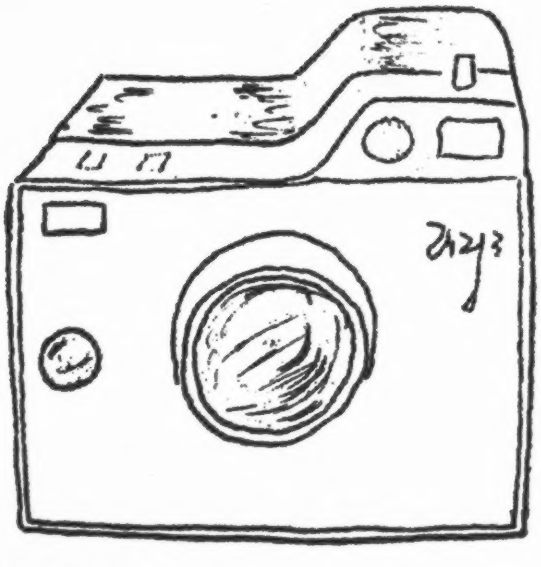


A CAT



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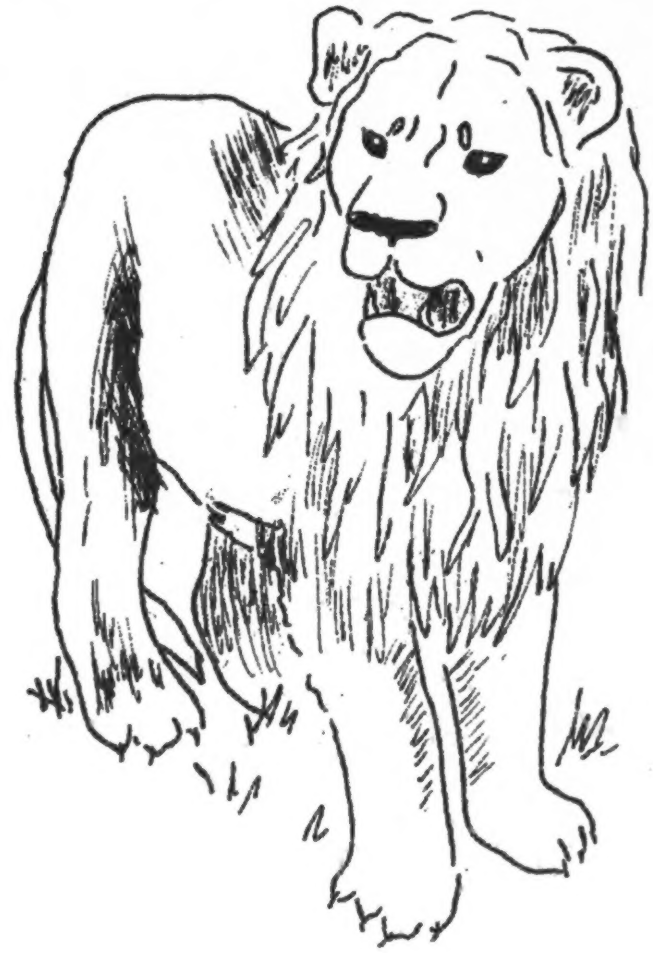
A CAMERA



A LION

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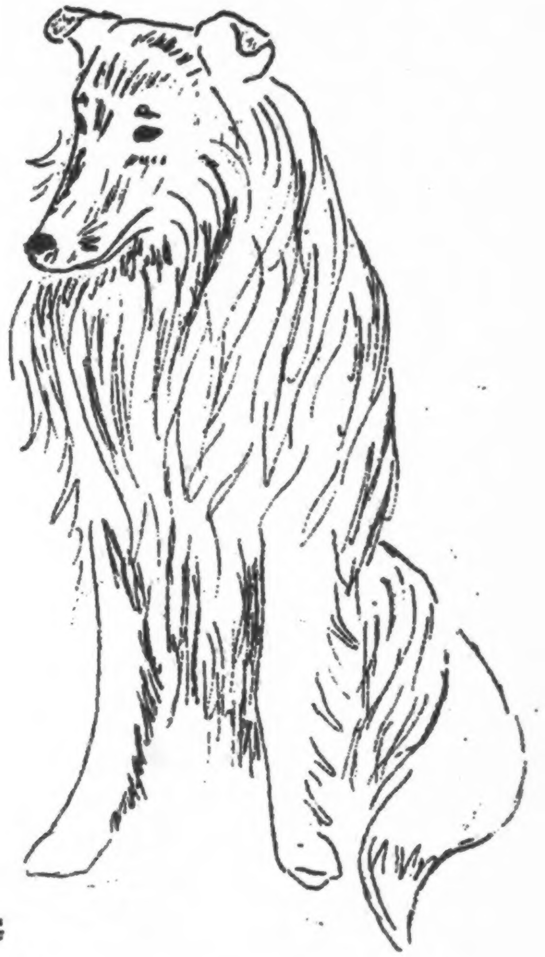

A DOG

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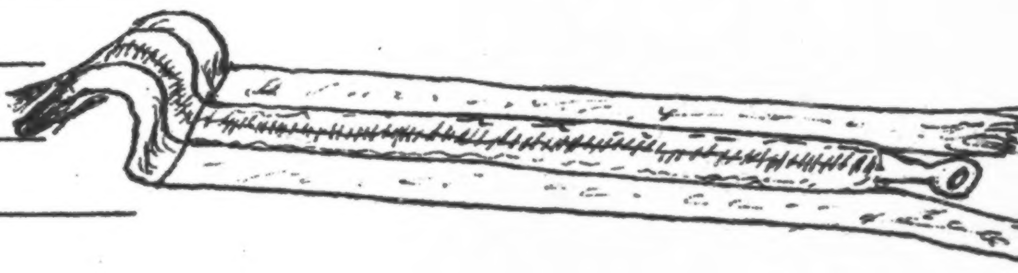
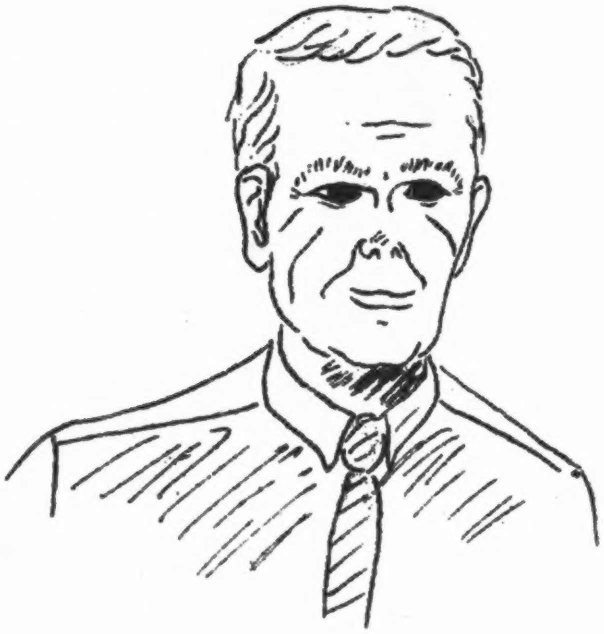


A ZIPPER



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A MAN

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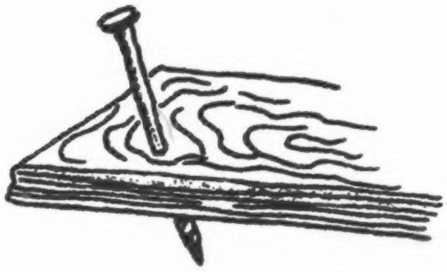
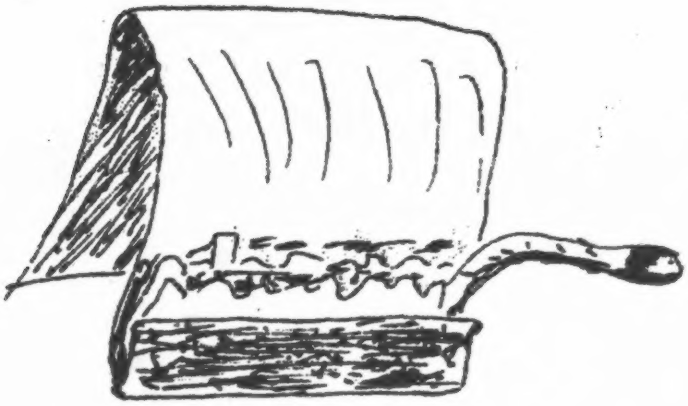


A NAIL



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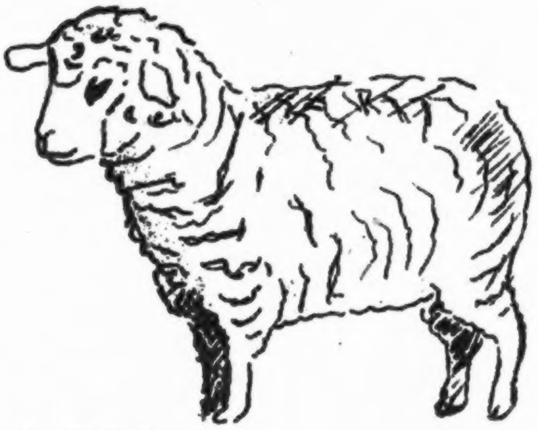
A MATCH



A SHEEP

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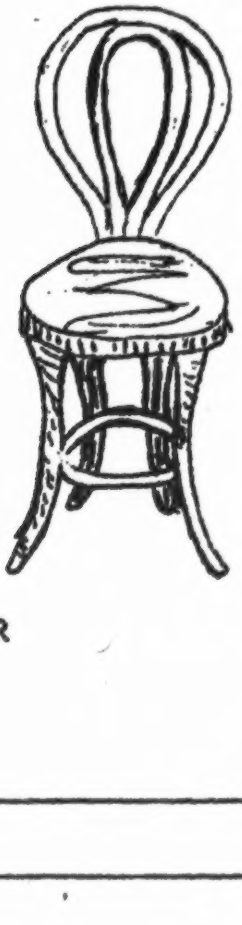
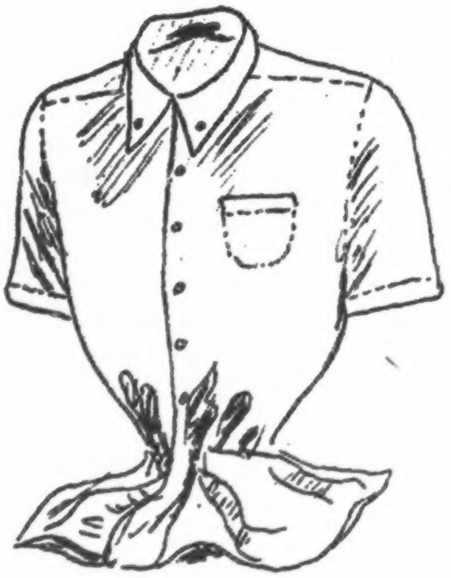


A CHAIR



A SHIRT

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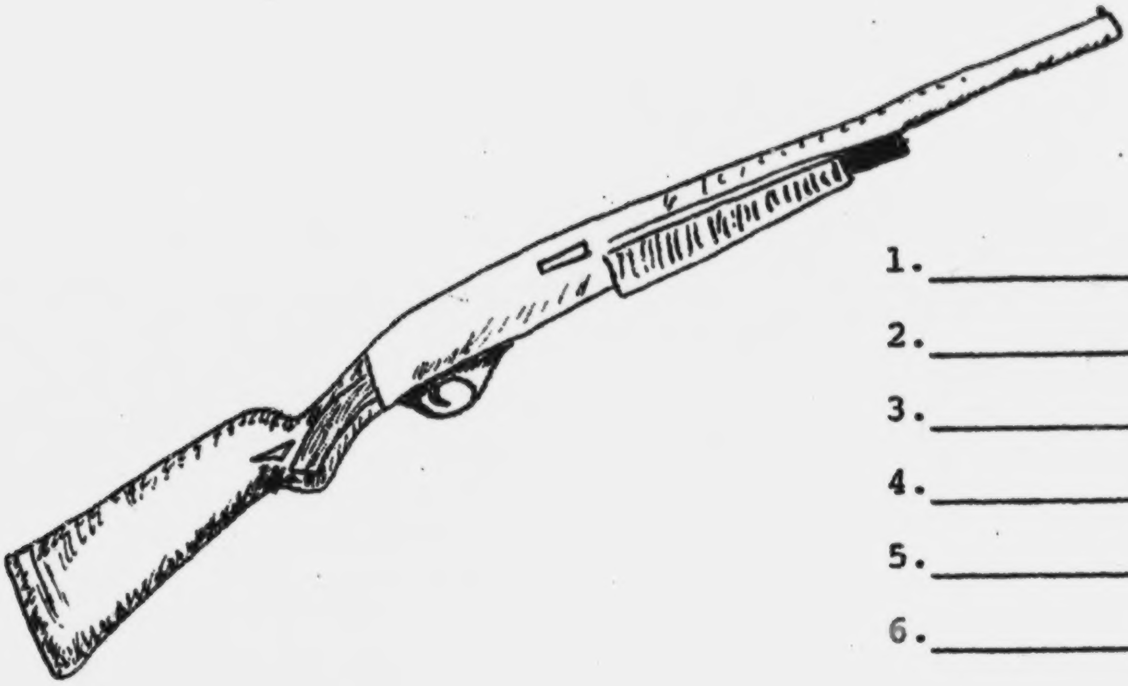

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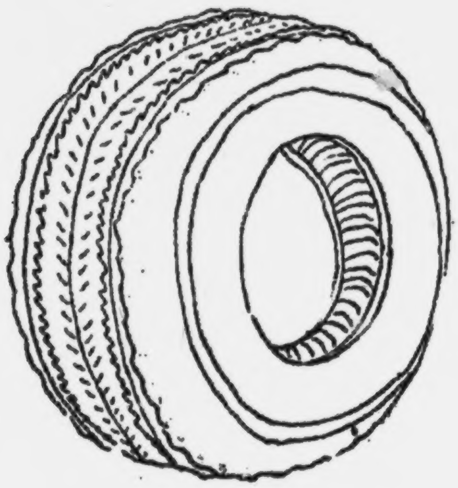
A RIFLE



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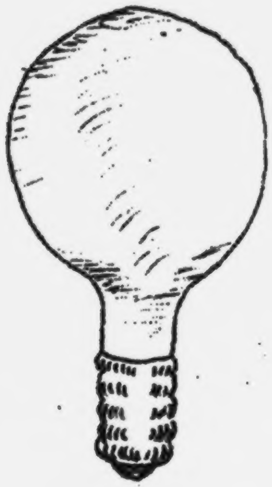
A TIRE



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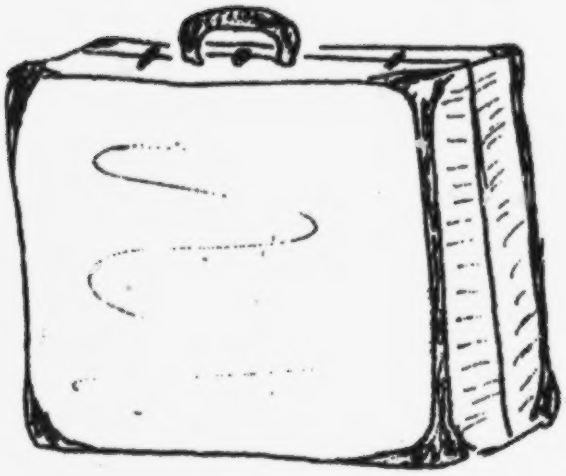
A LIGHT BULB

N



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A SUITCASE

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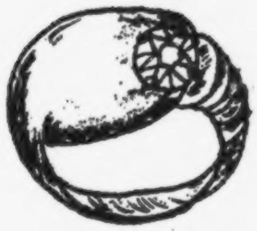
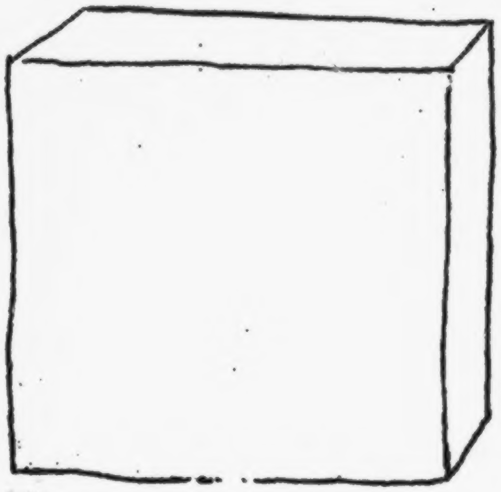


A RING



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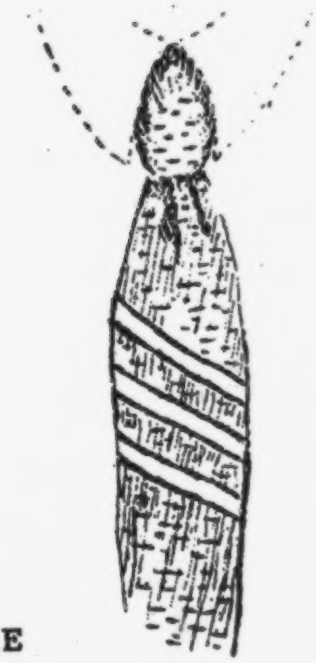
A BLOCK



A TIE

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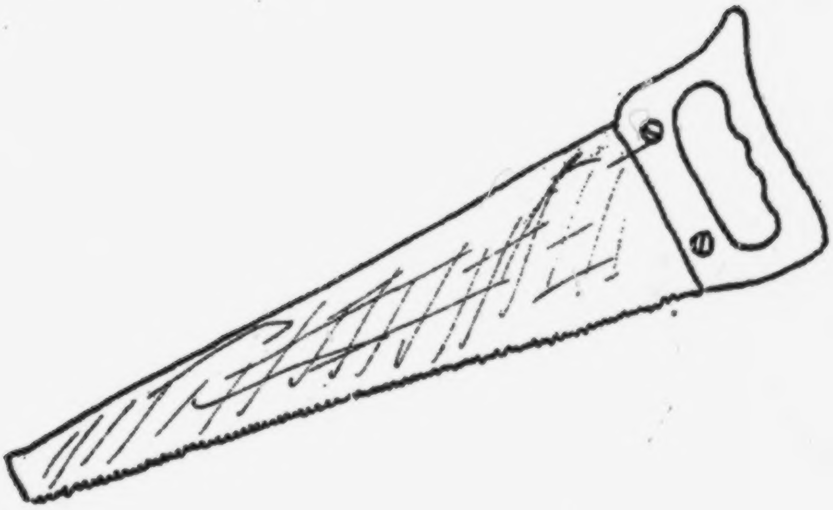

A SAW

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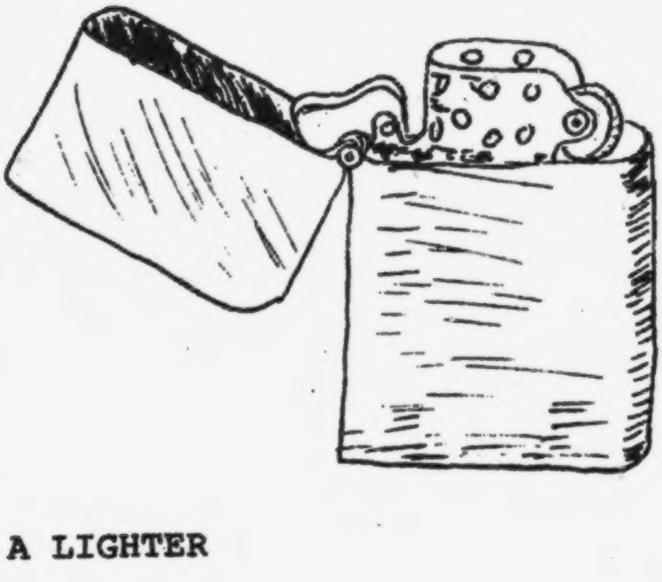

A LIGHTER

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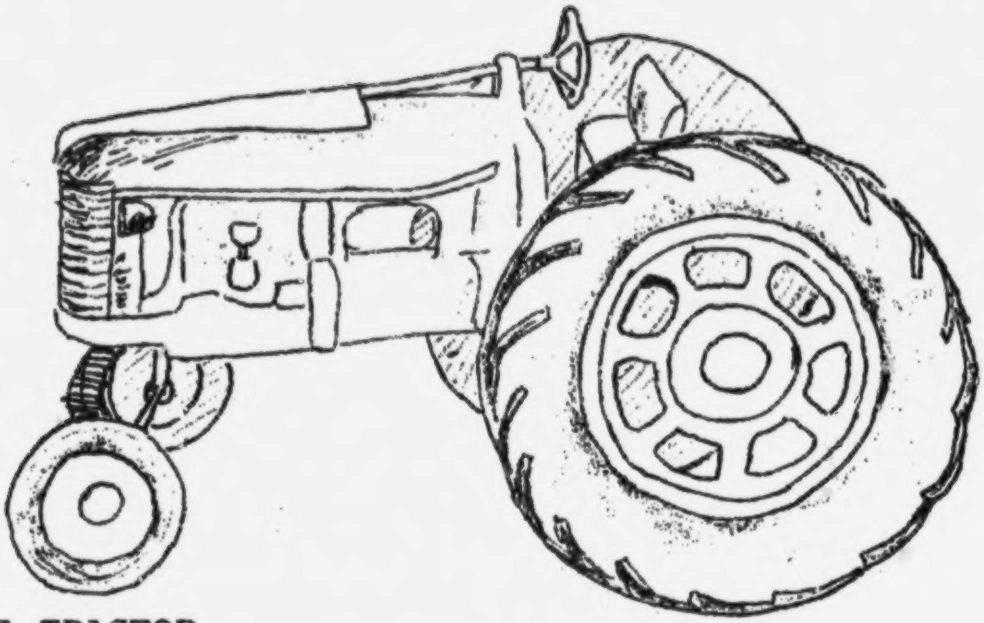

A TRACTOR

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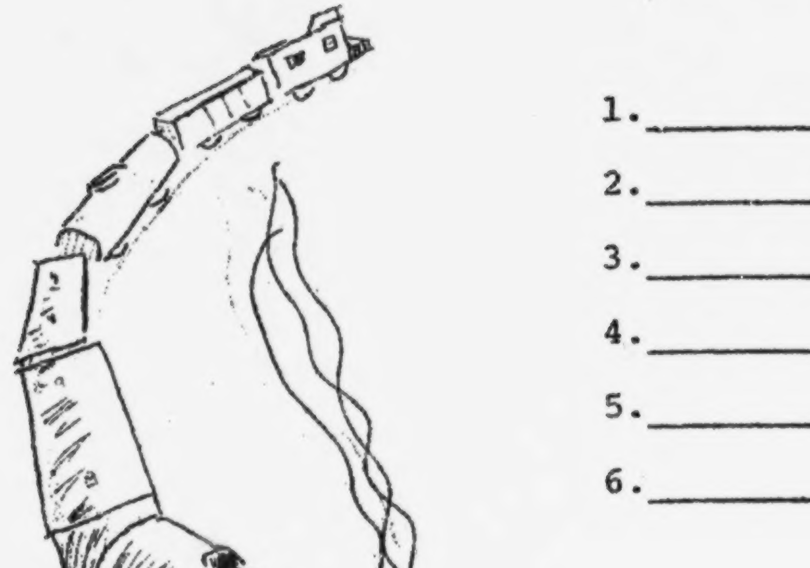

A TRAIN

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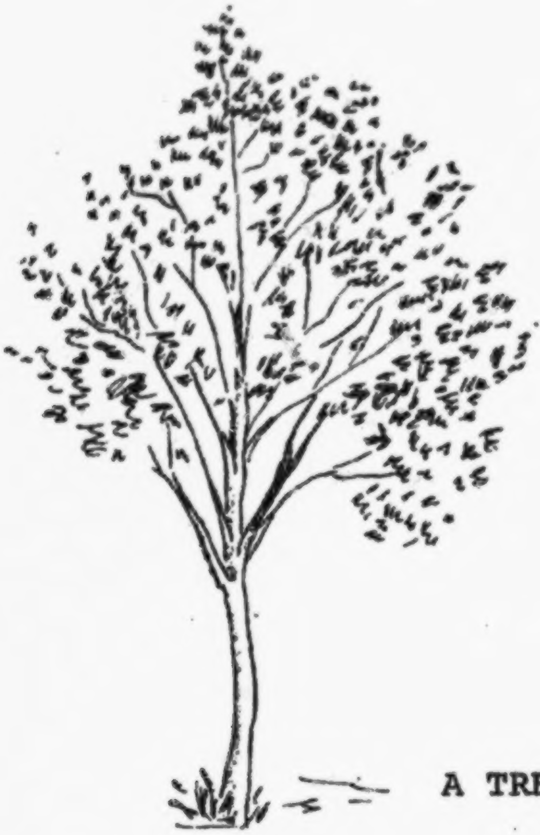

A TREE

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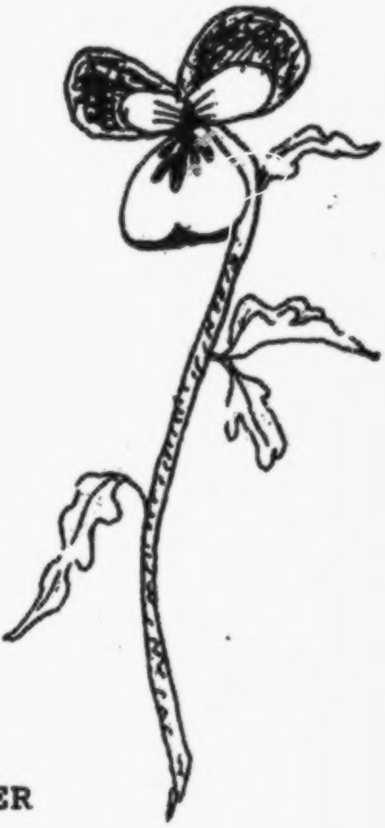

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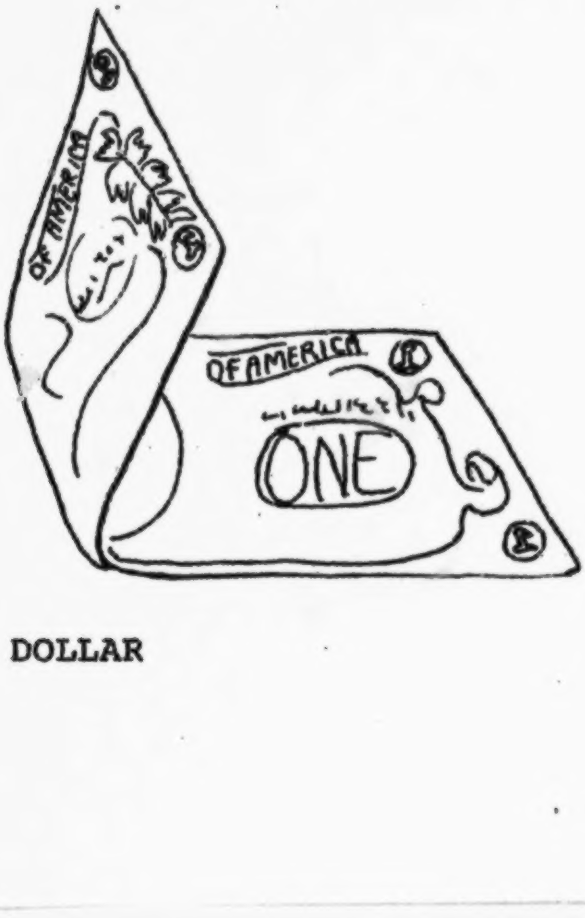
A FLOWER


OF AMERICA
OF AMERICA
ONE

A DOLLAR

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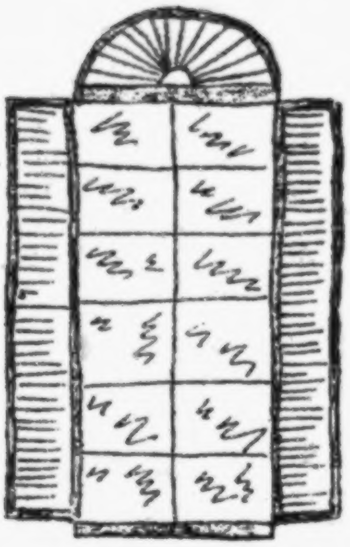

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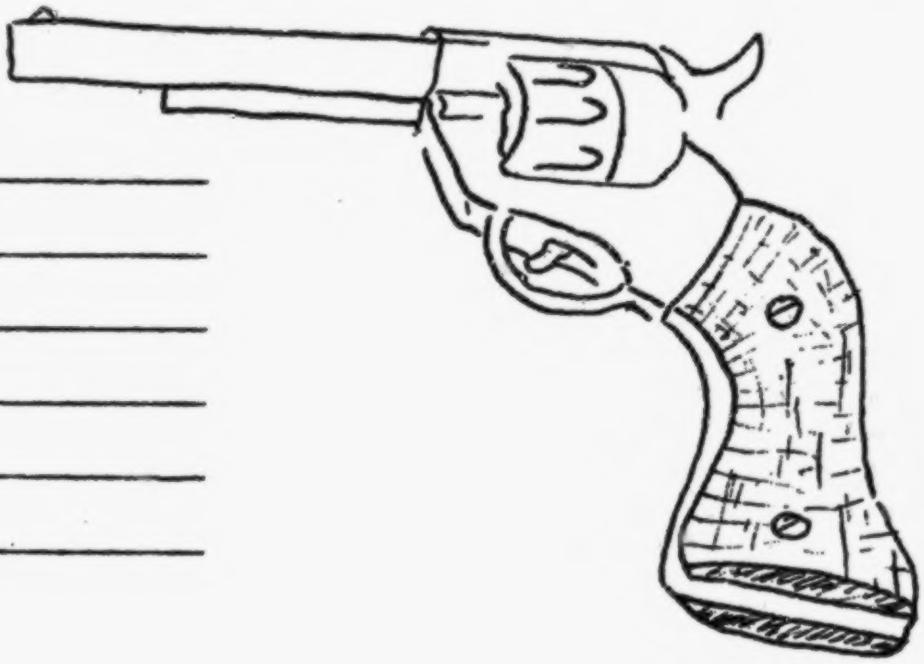
A WINDOW



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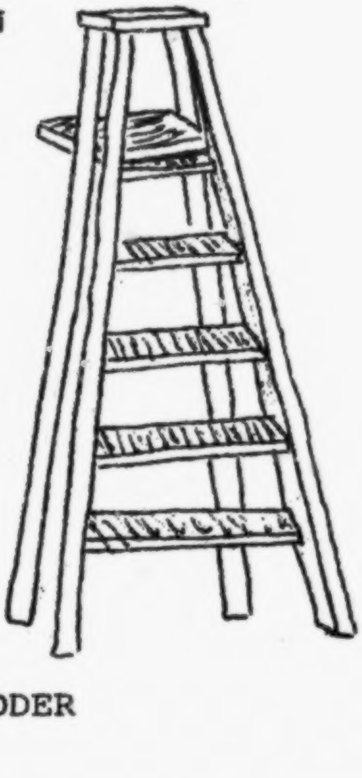
A GUN



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A LADDER

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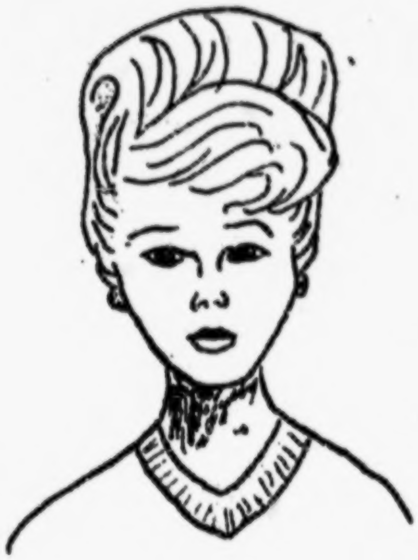
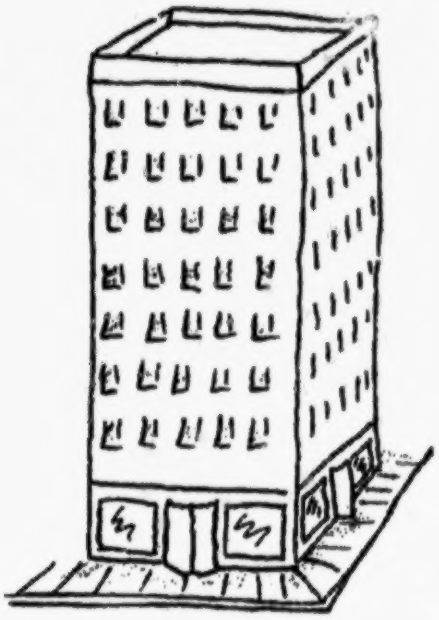


A WOMAN



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A BUILDING

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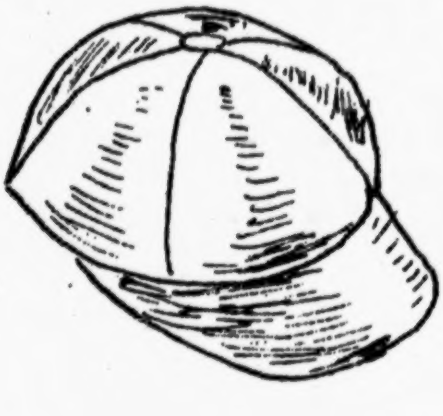
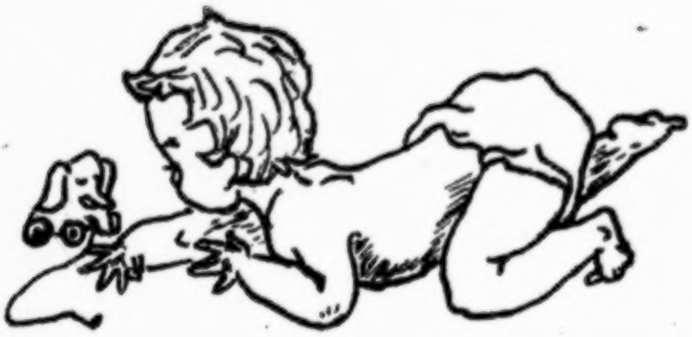


A HAT



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A BABY

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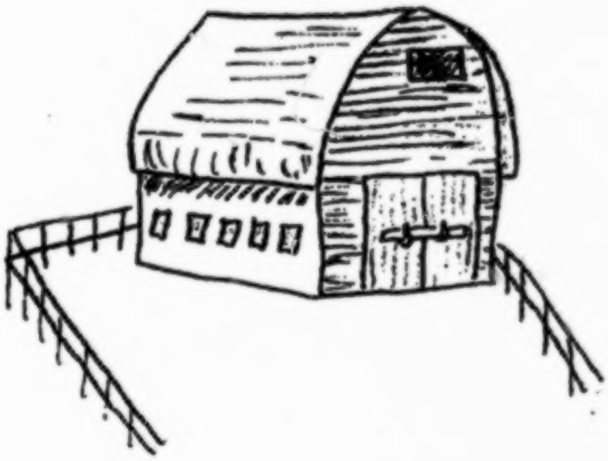
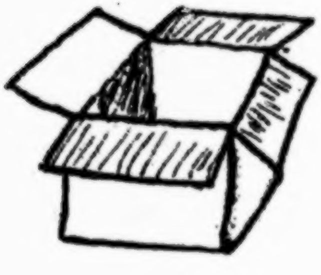


A BARN



A BOX

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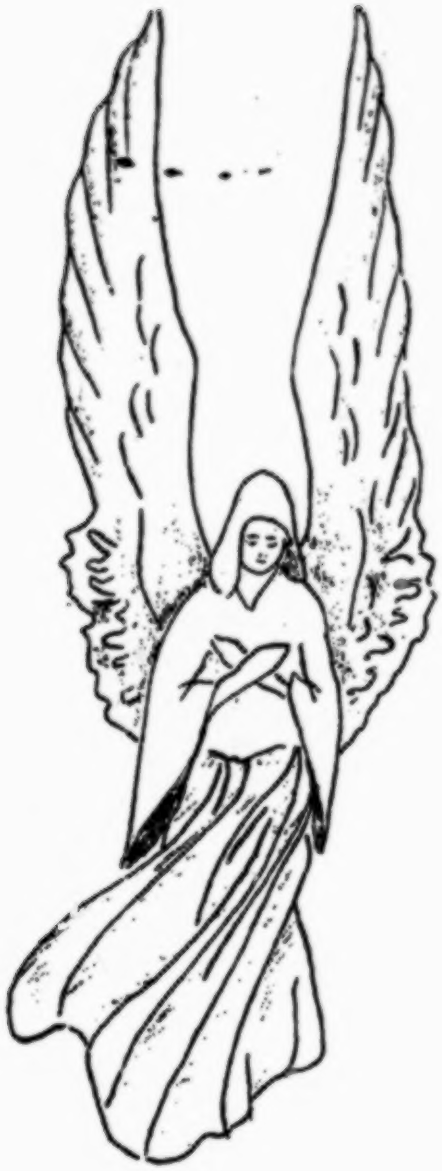

AN ANGEL

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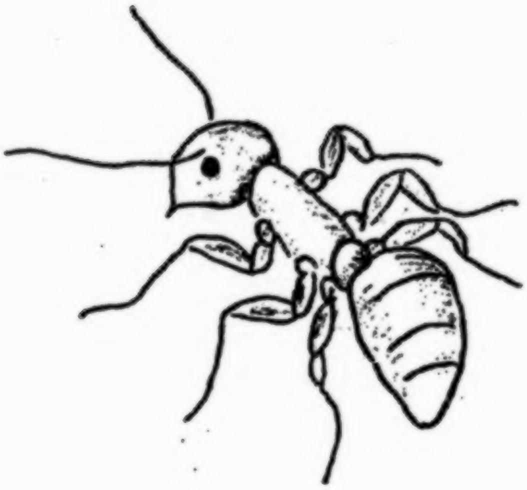

AN ANT

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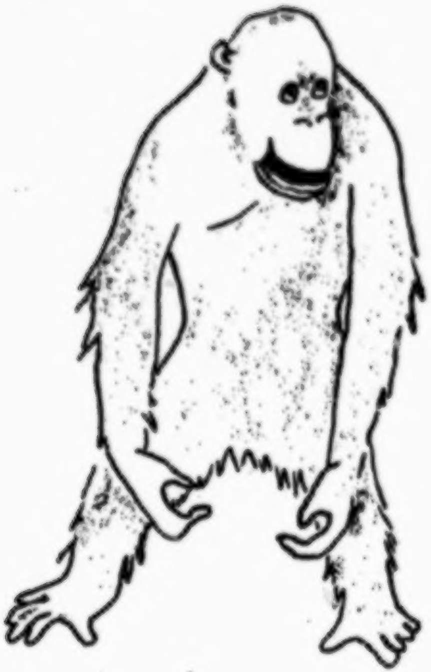

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AN APE

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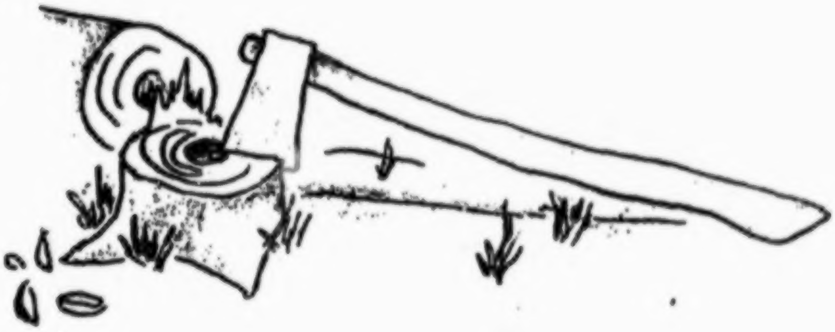
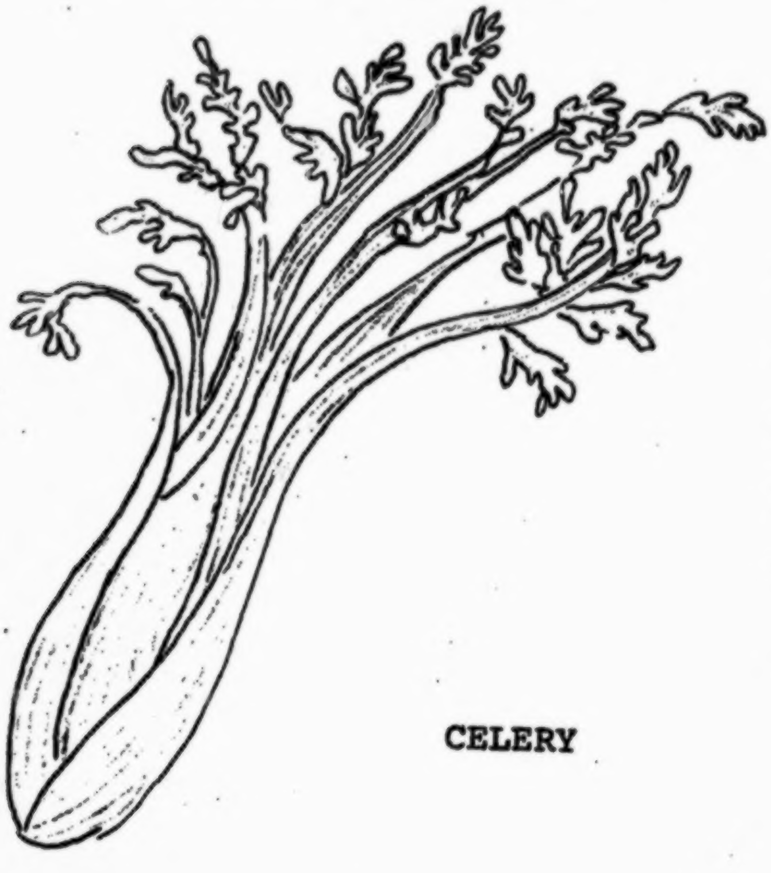


AN AX



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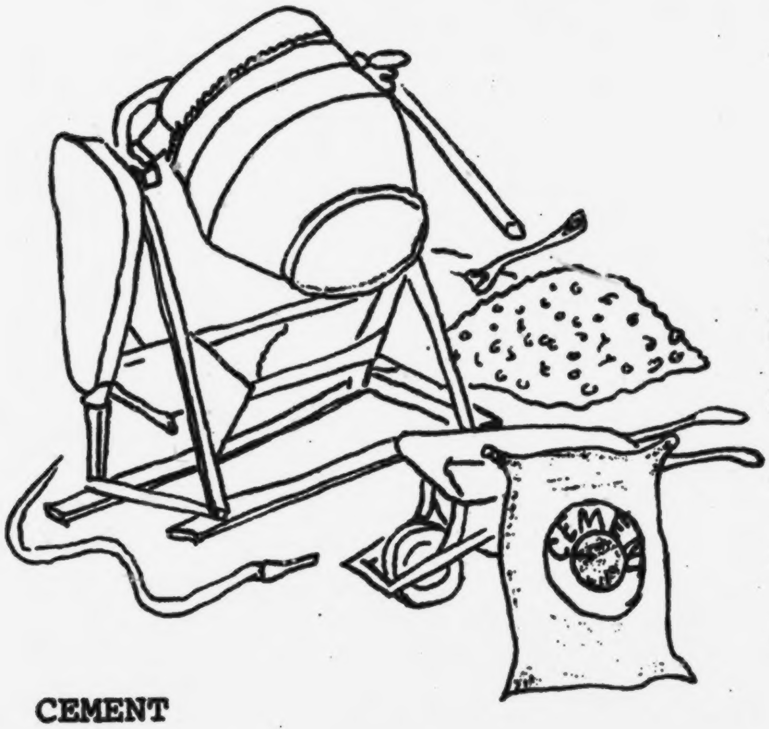
CELERY



CEMENT

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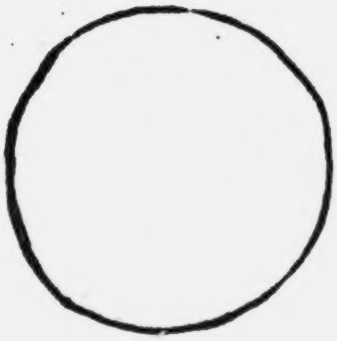
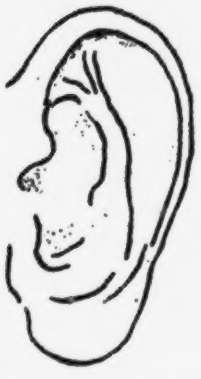


A CIRCLE



AN EAR

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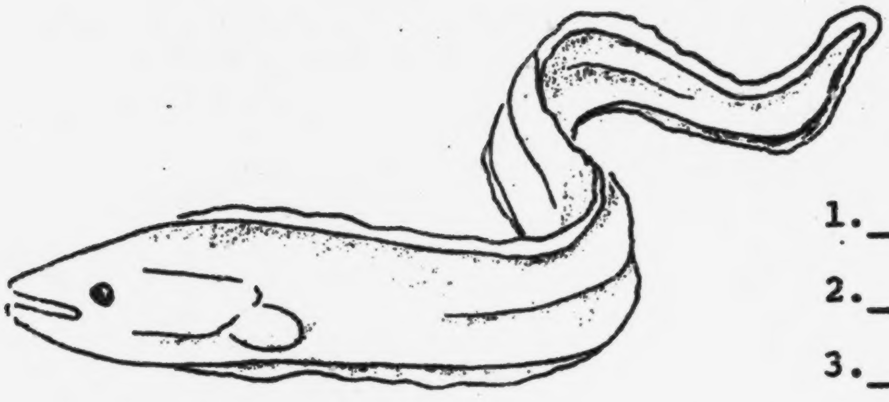

AN EEL

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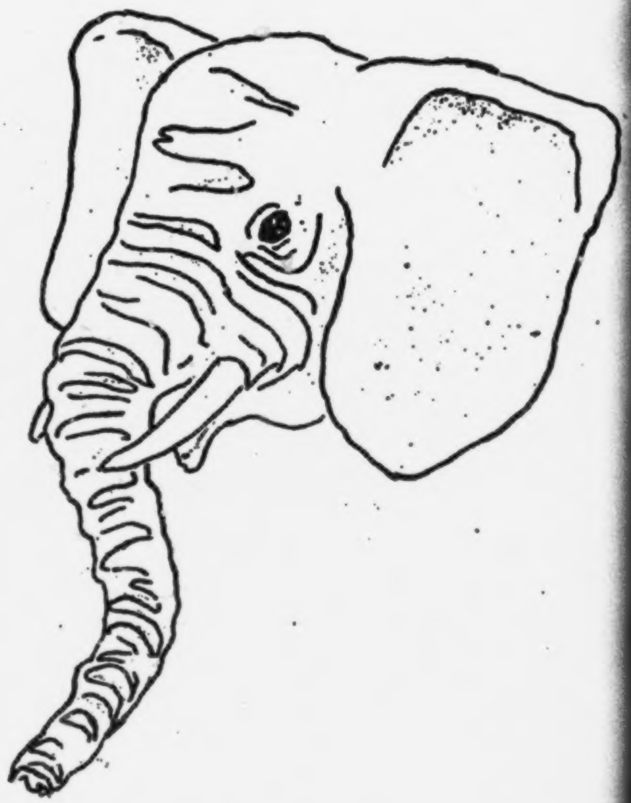
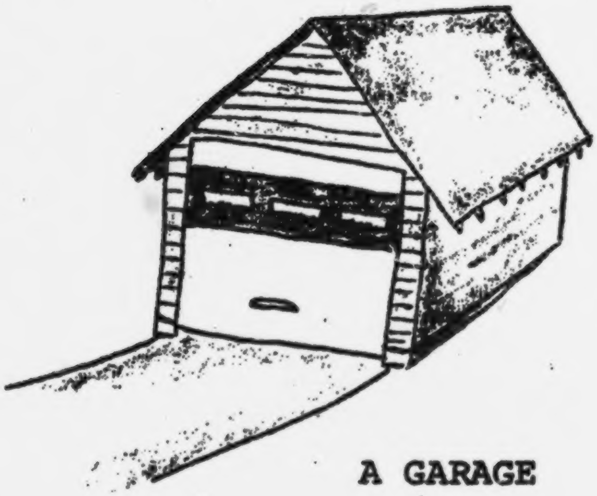


AN ELEPHANT



A GARAGE

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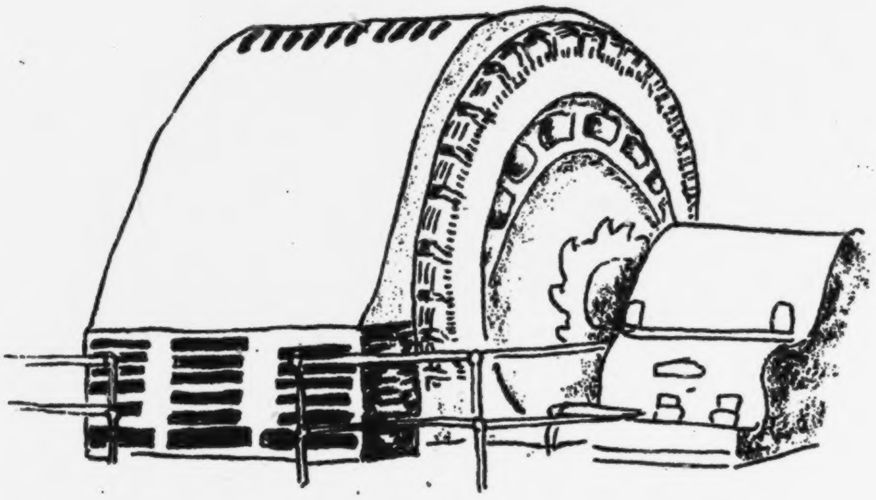

A GENERATOR

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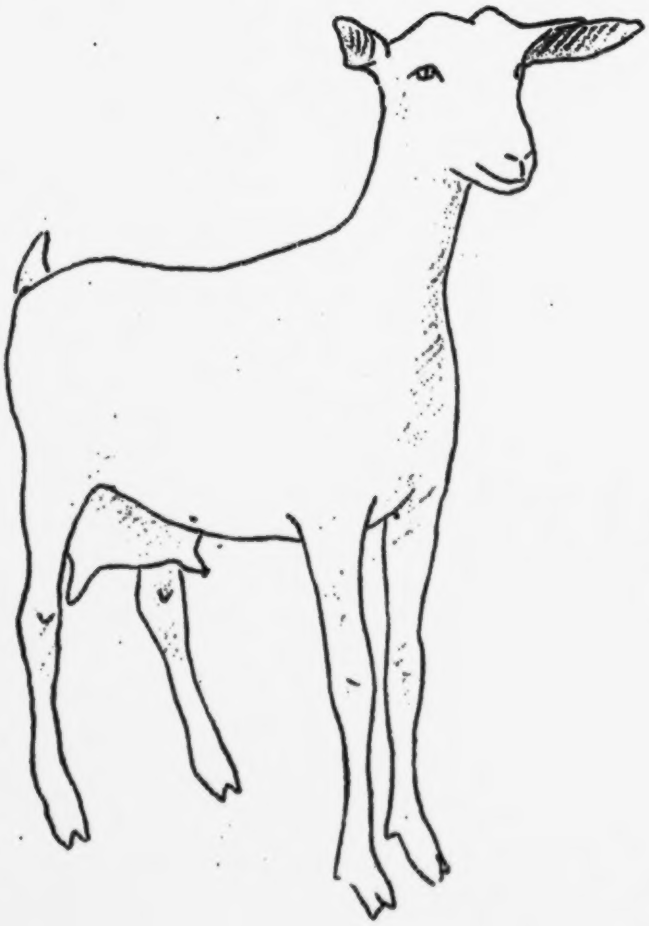

A GOAT

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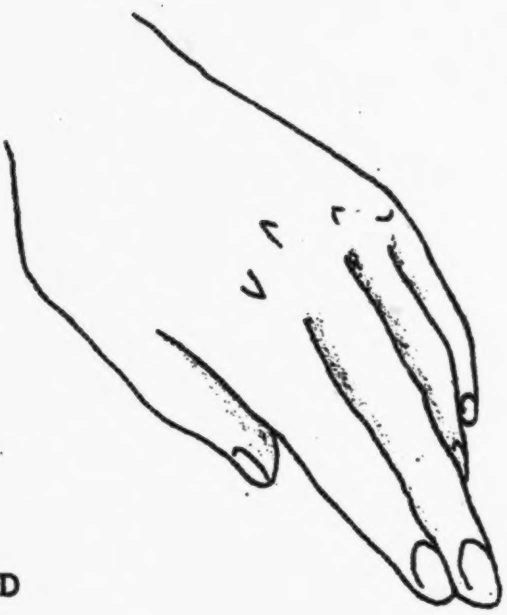

A HAND

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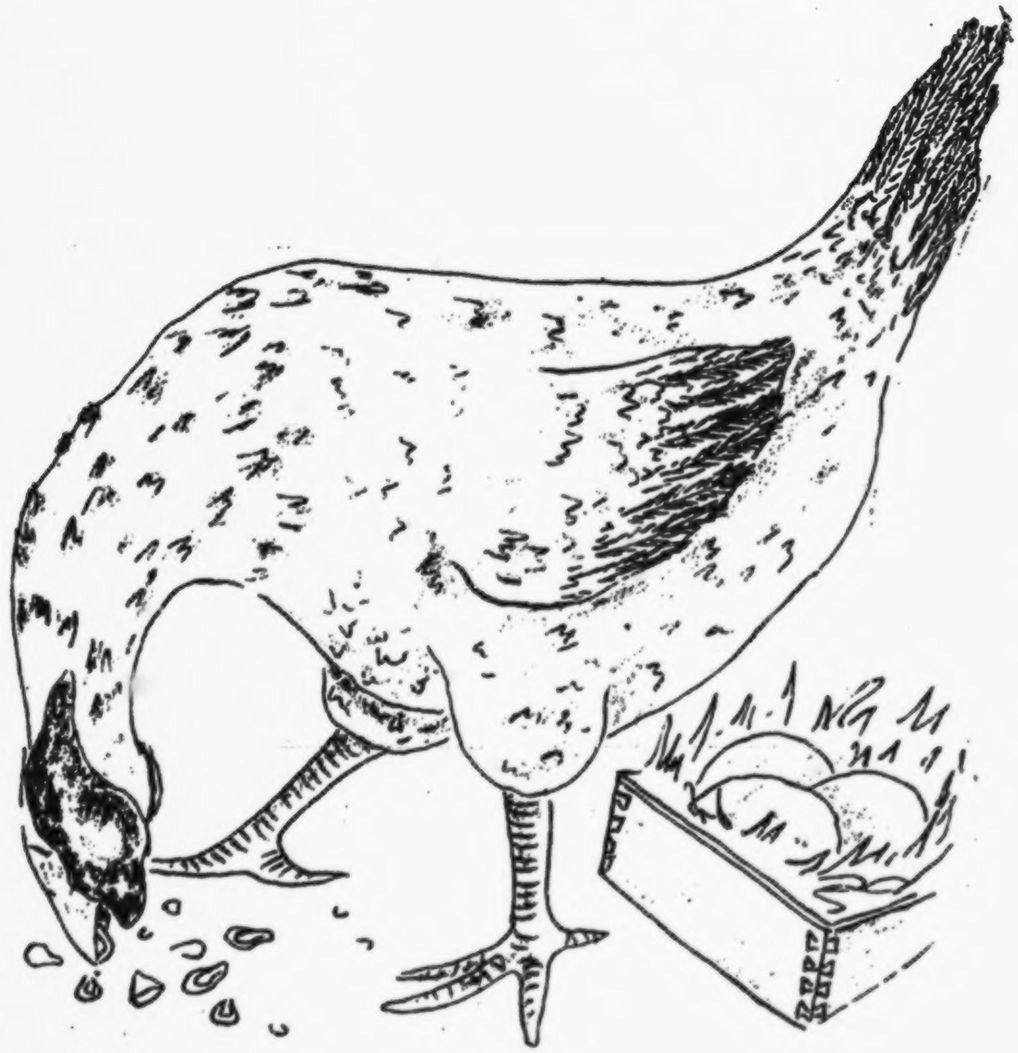

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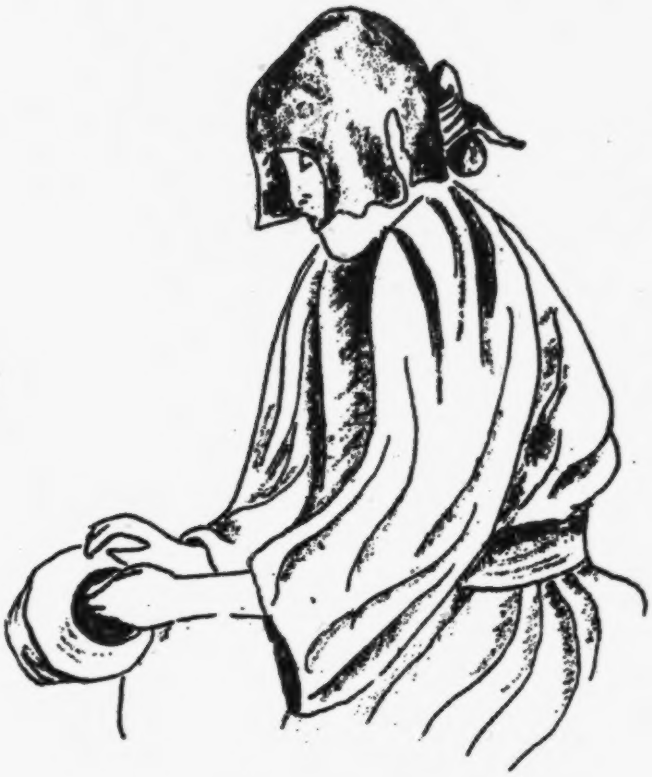
A HEN

AN INDIAN



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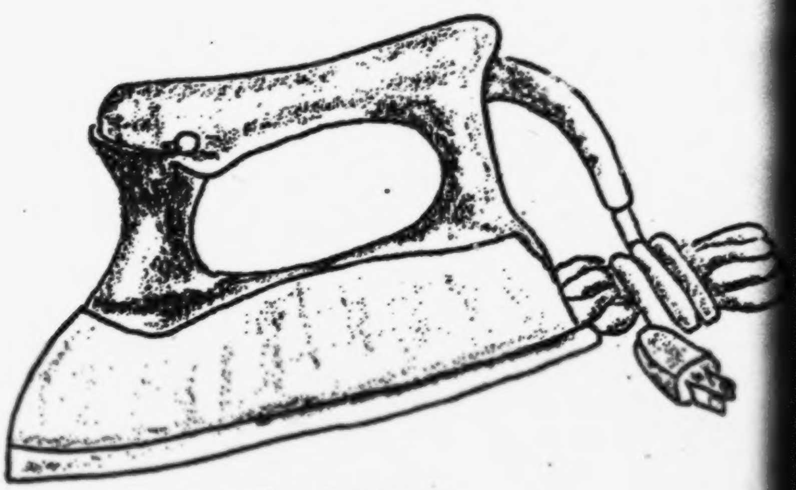

AN IRON

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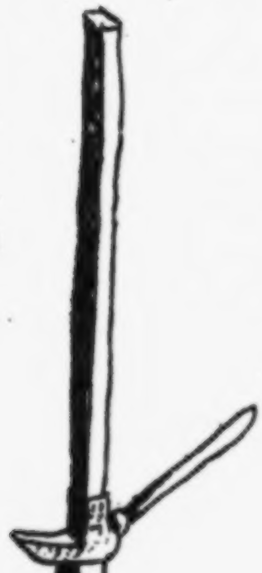
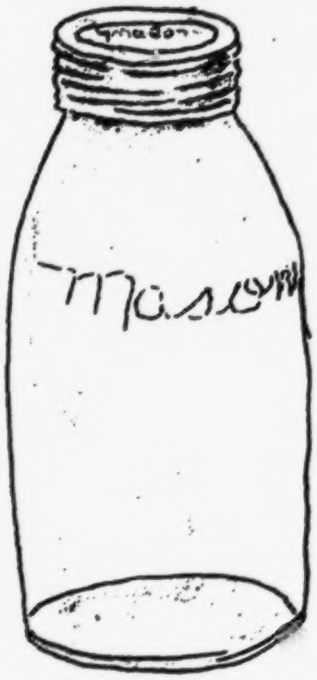


A JACK (CAR)


Mason
Mason

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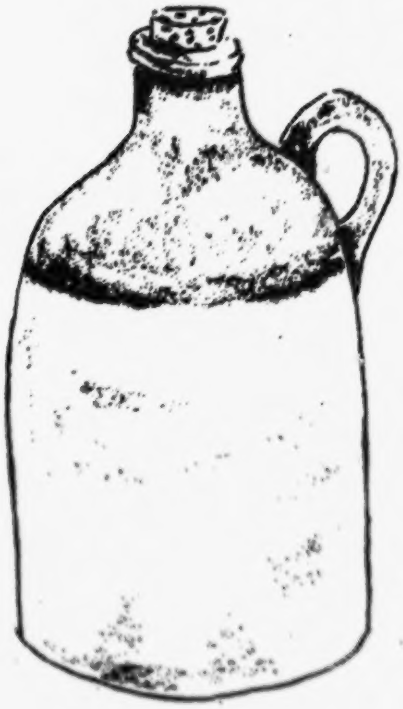
6.

A JAR



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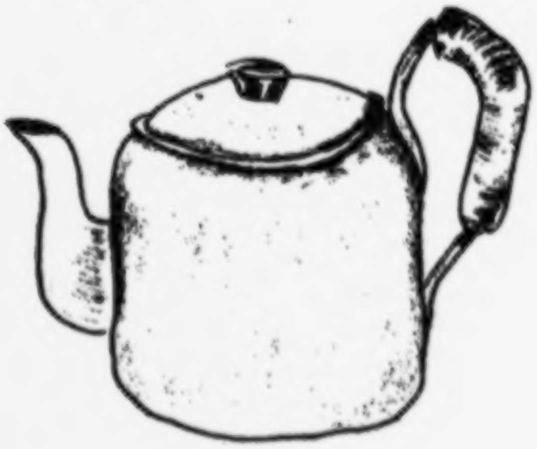
A JUG



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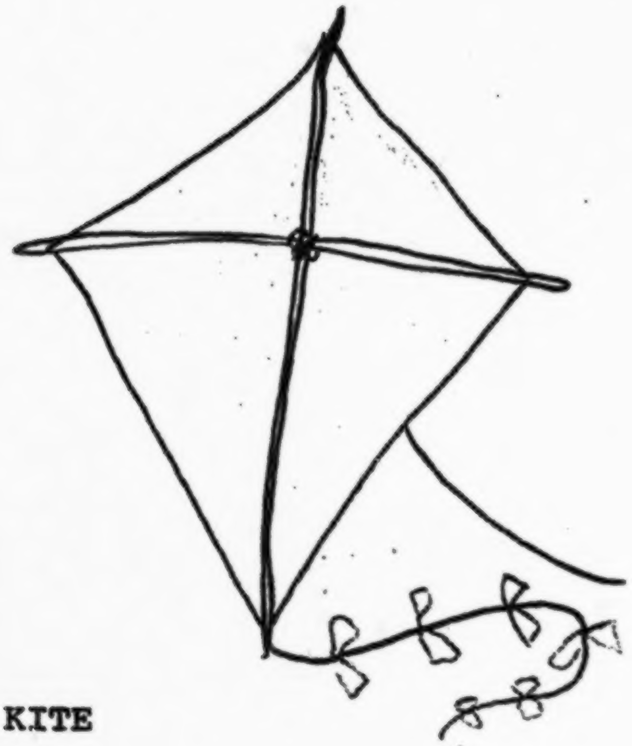
A KETTLE



A KITE

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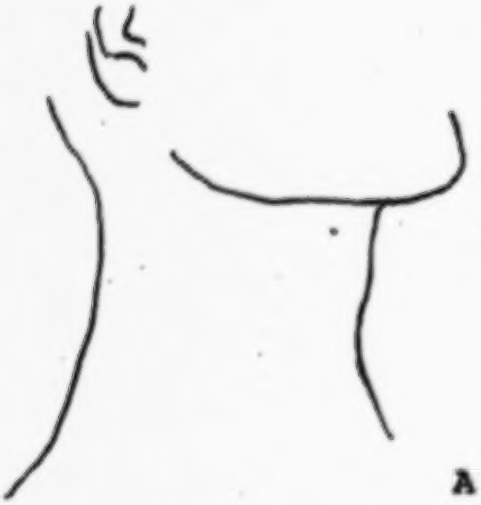

A NECK

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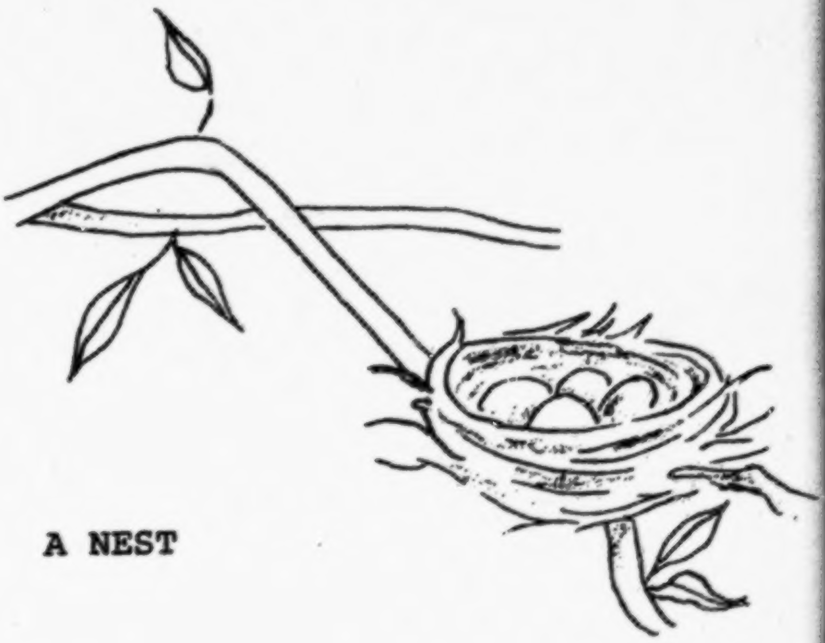
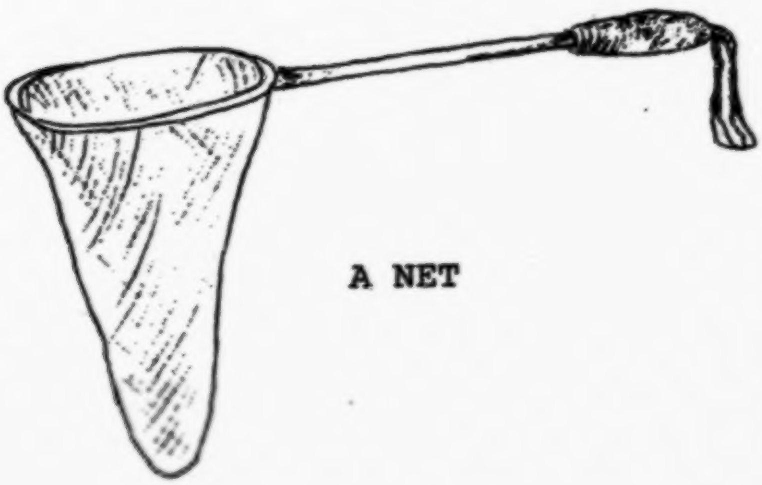


A NEST



A NET

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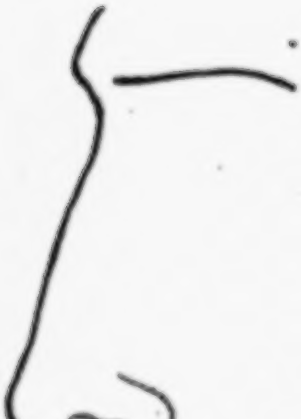

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A NOSE

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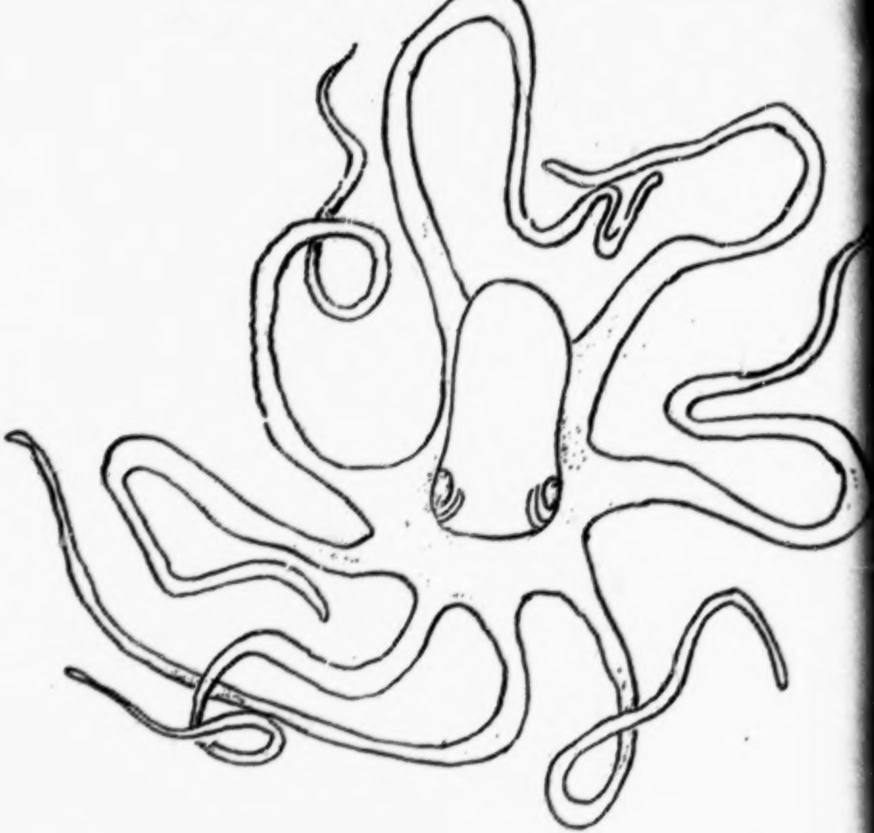
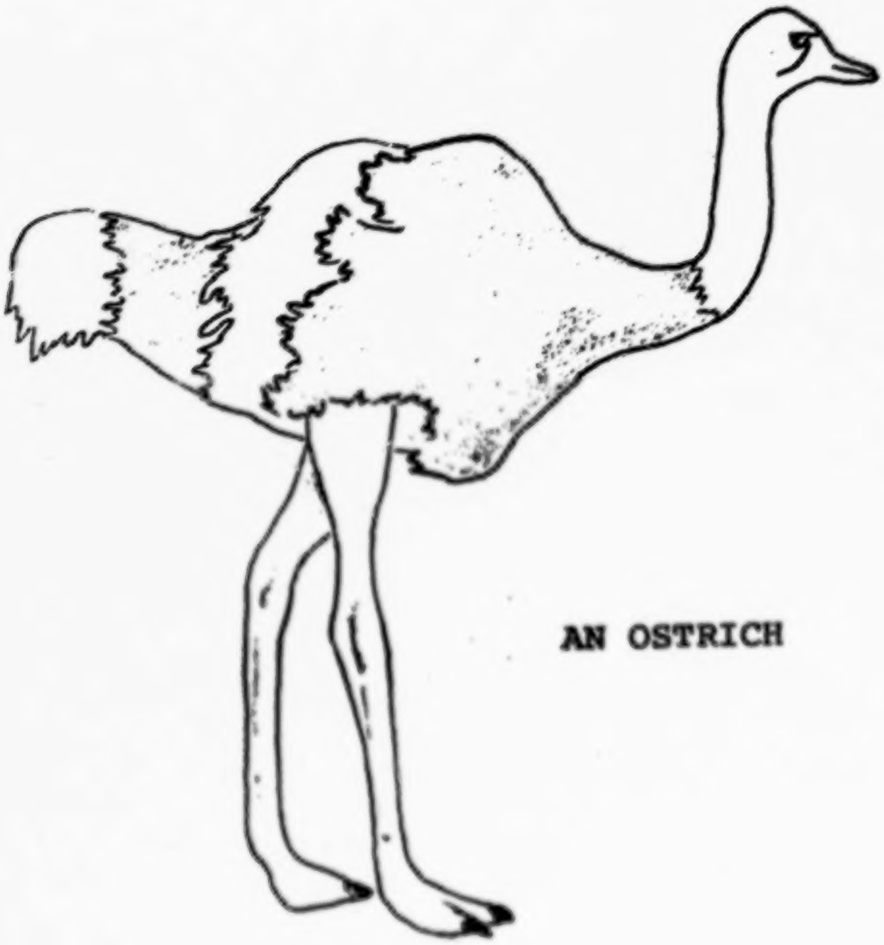


AN OCTOPUS



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AN OSTRICH

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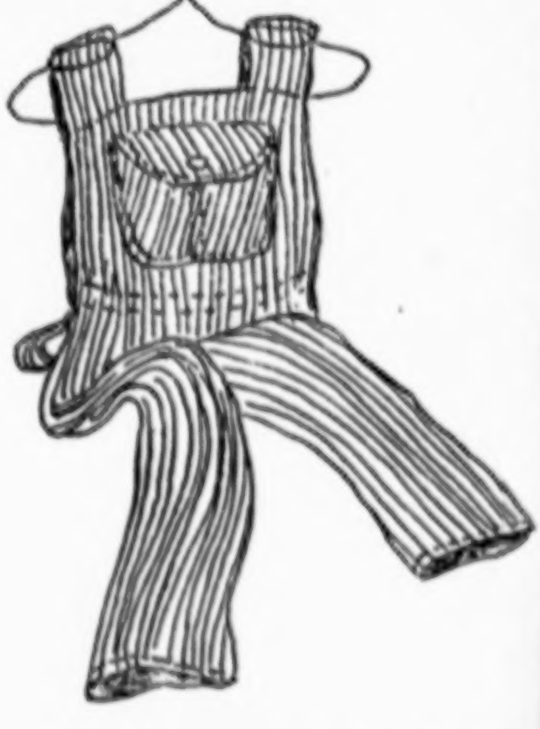
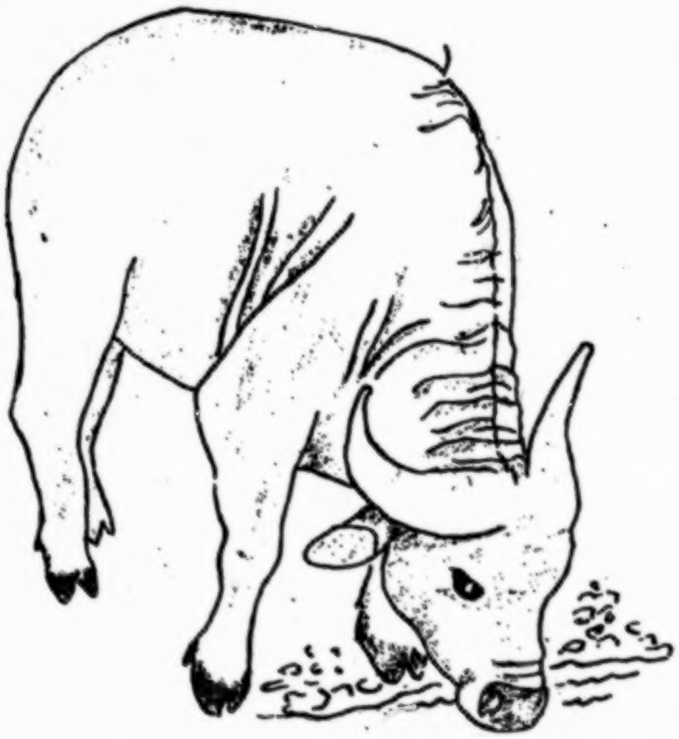
OVERALLS





AN OX

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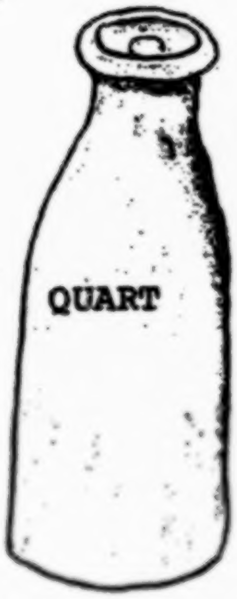

A QUART (OF MILK)

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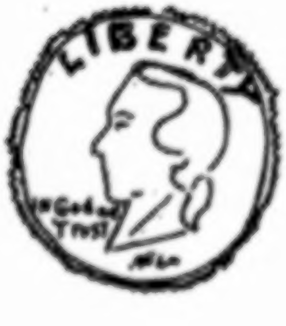
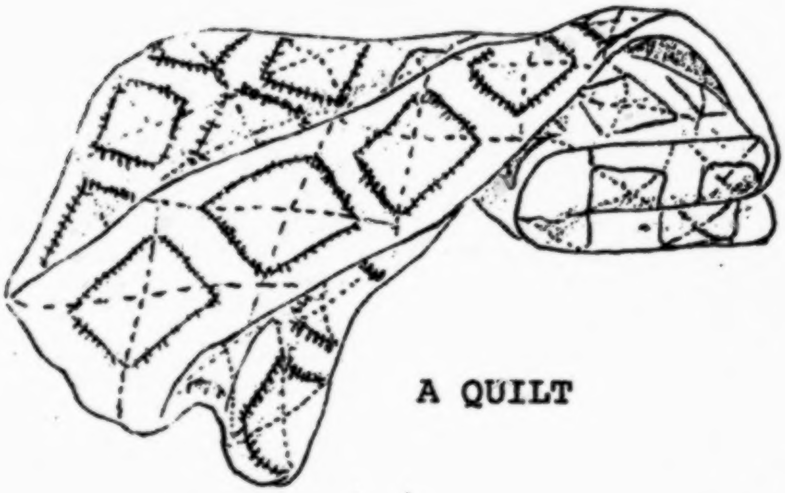

LIBERTY
IN GOD WE TRUST

A QUARTER



A QUILT

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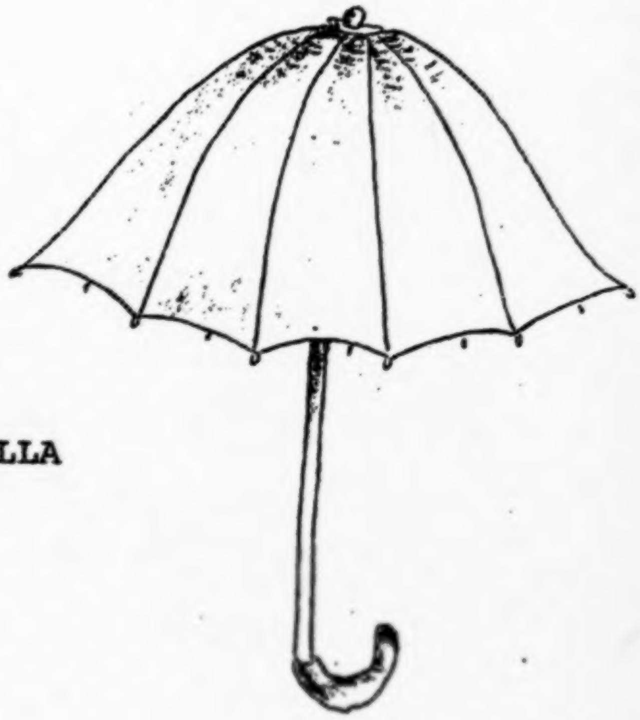
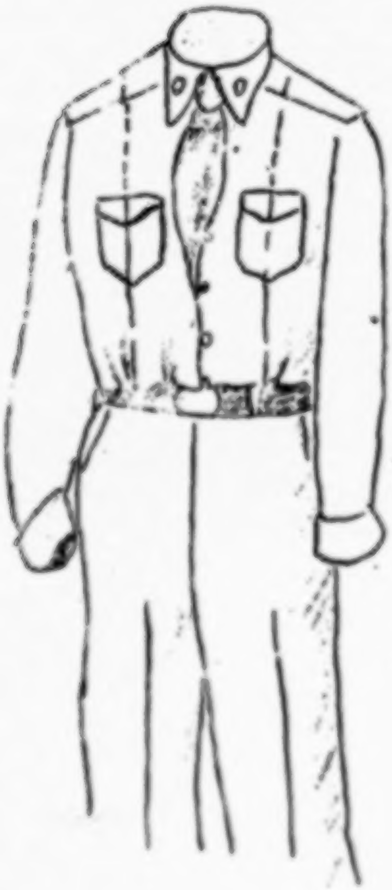
AN UMBRELLA





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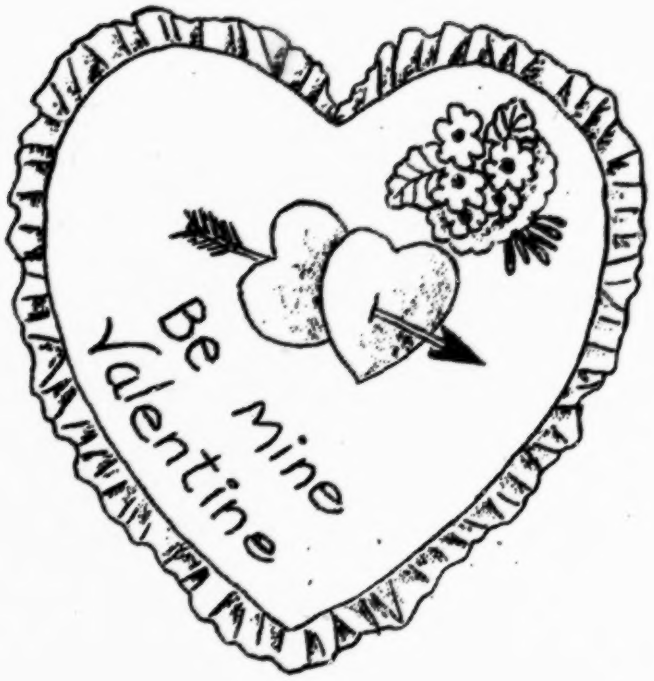
A UNIFORM


Be Mine
Valentine

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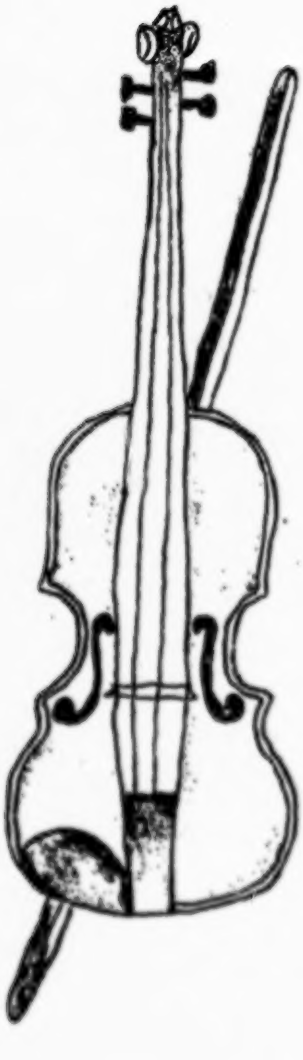
A VALENTINE



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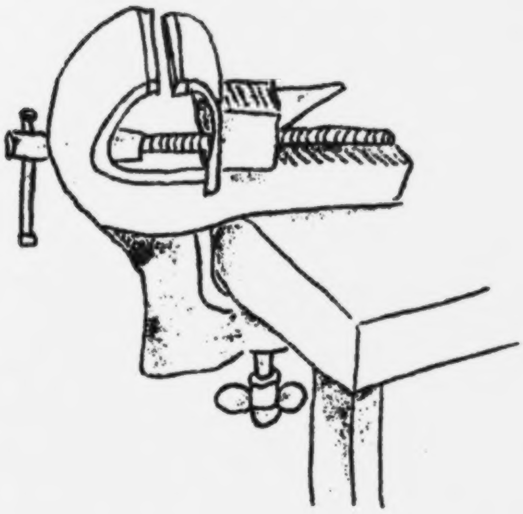
A VIOLIN



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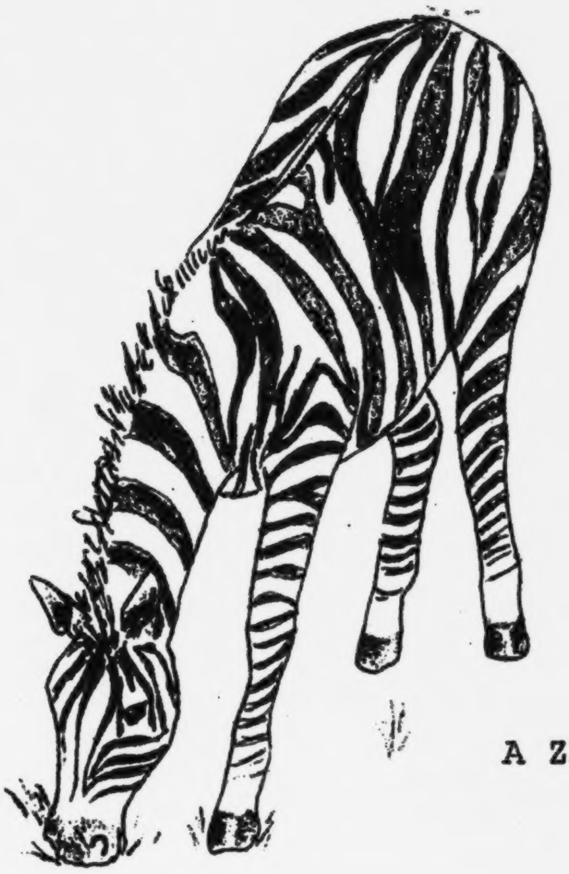
A VISE (WORK BENCH)



A ZEBRA

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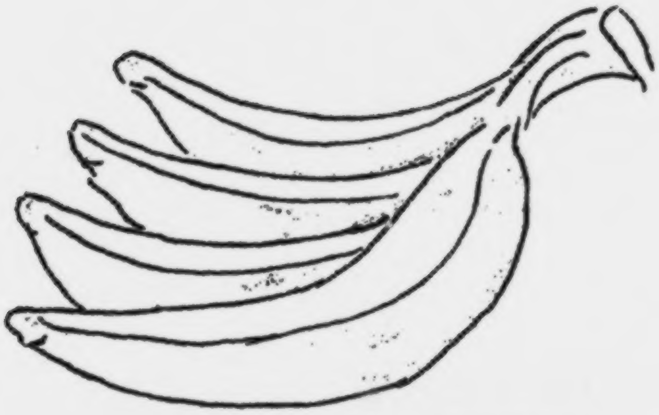

BANANAS

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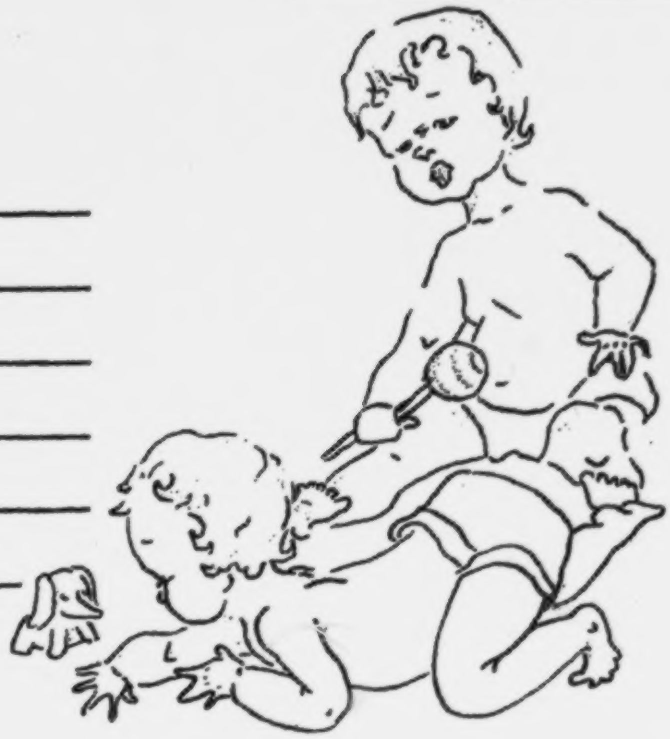
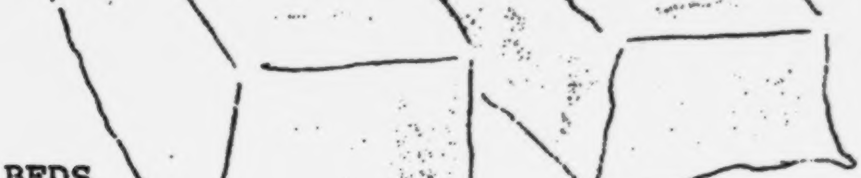


BABIES



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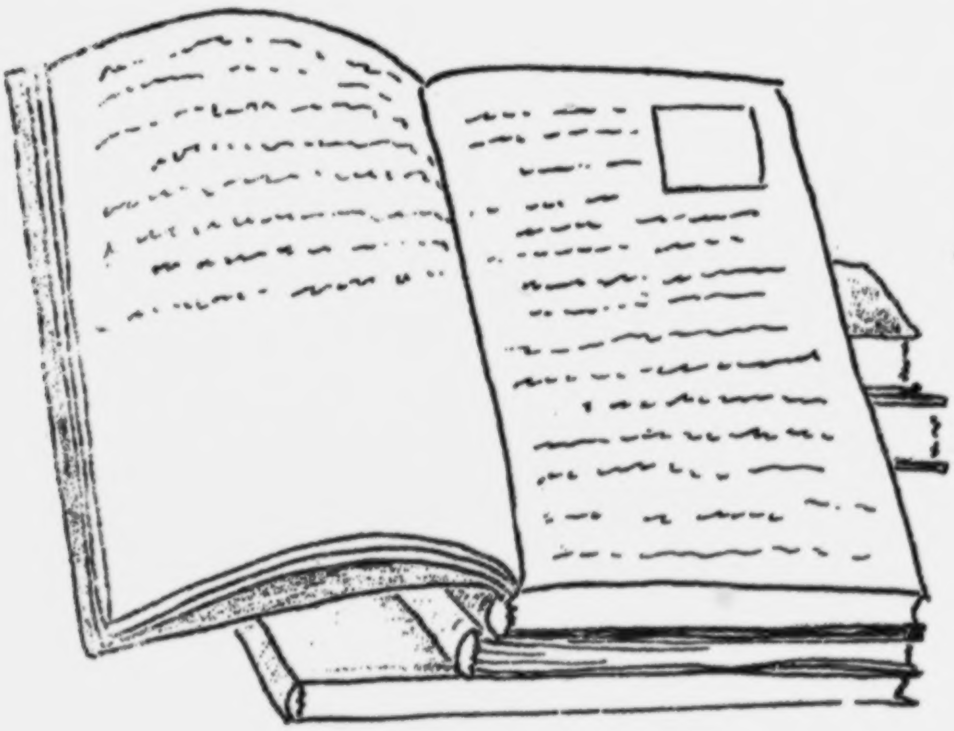
BEDS



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BOOKS

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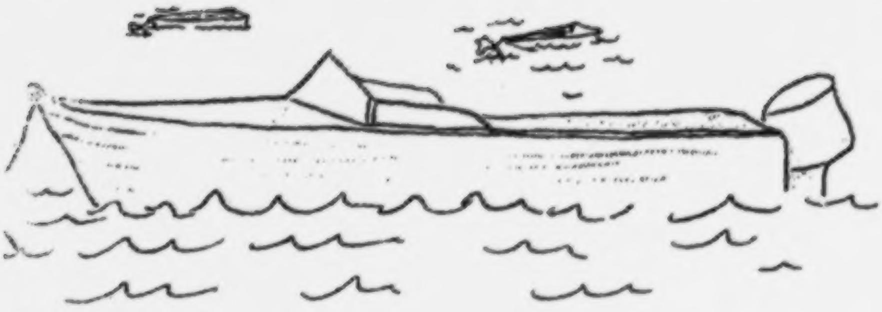

BOATS

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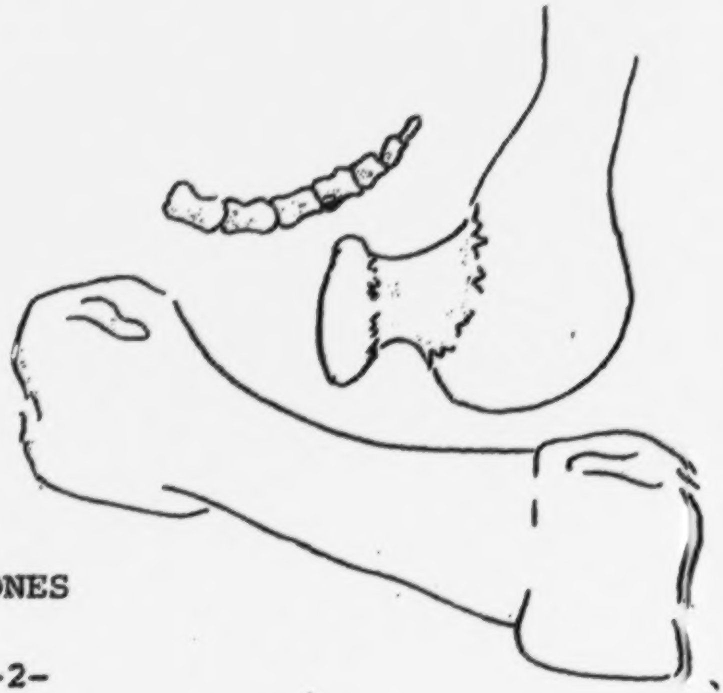
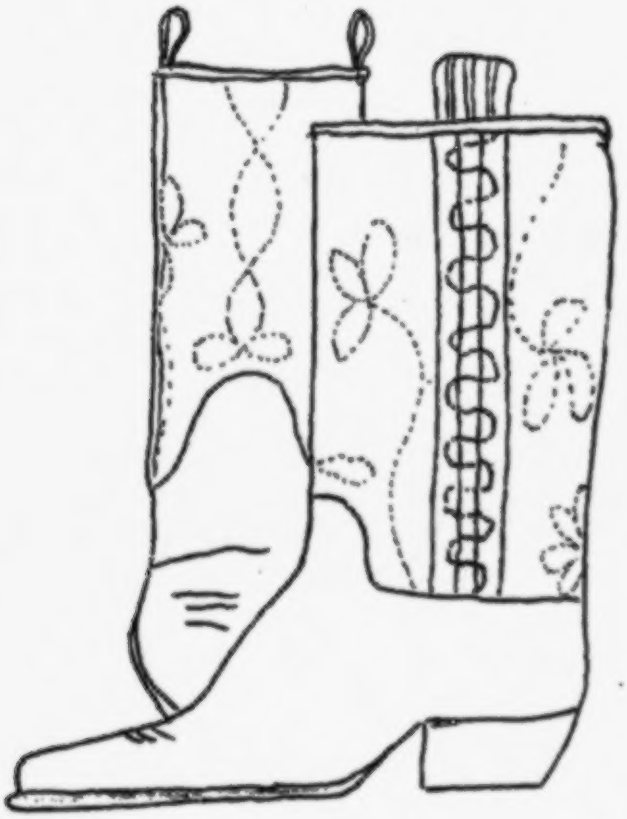


BONES



BOOTS

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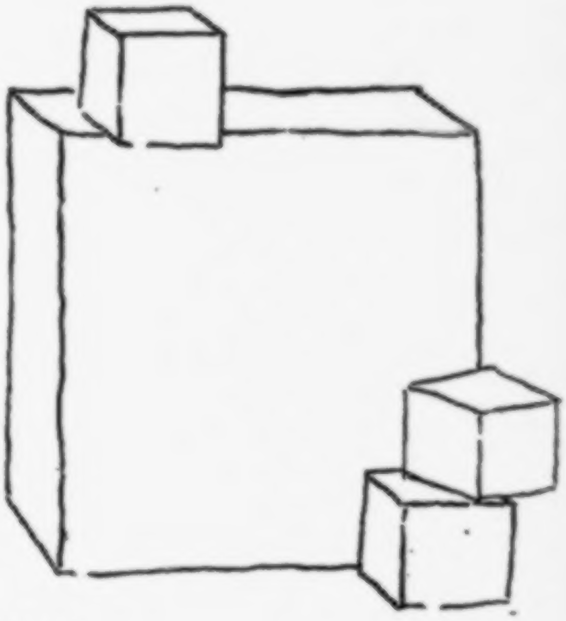
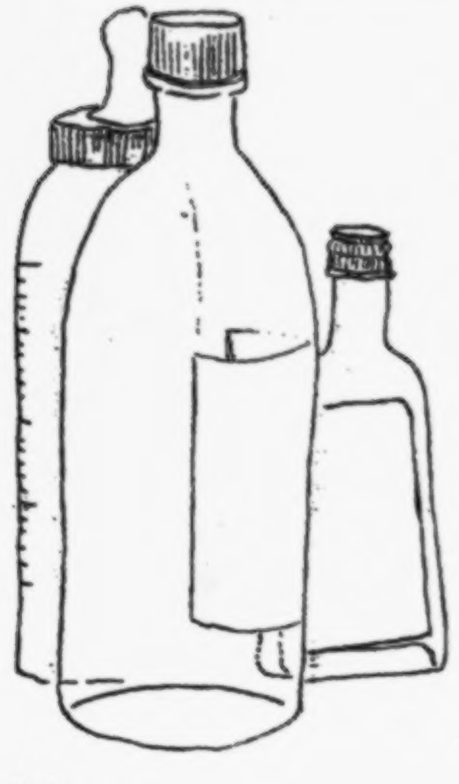


BOXES



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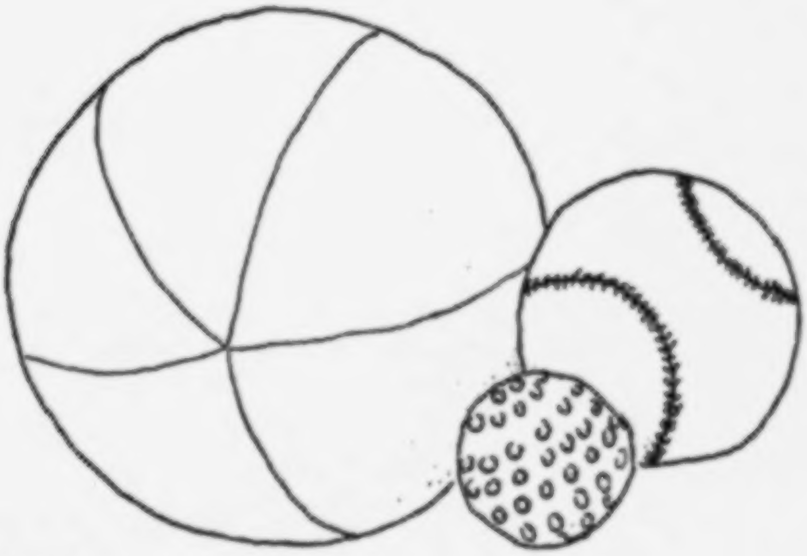
6. ____

BOTTLES



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BALLS

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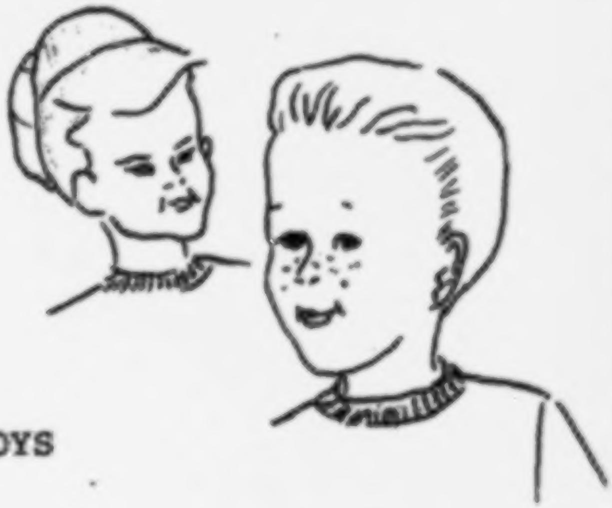
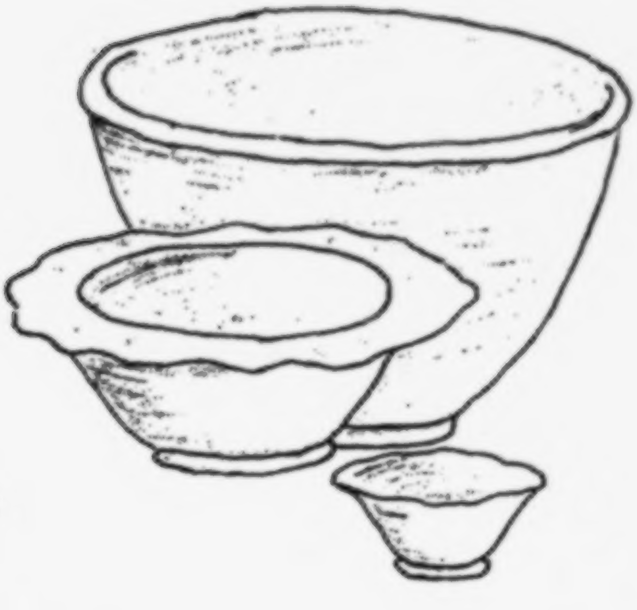


BOYS



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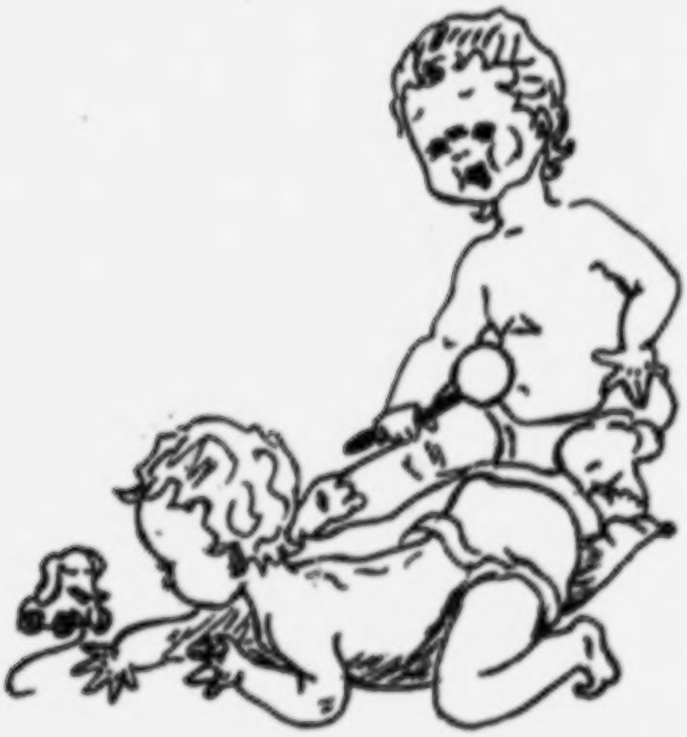
BOWLS



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BABIES

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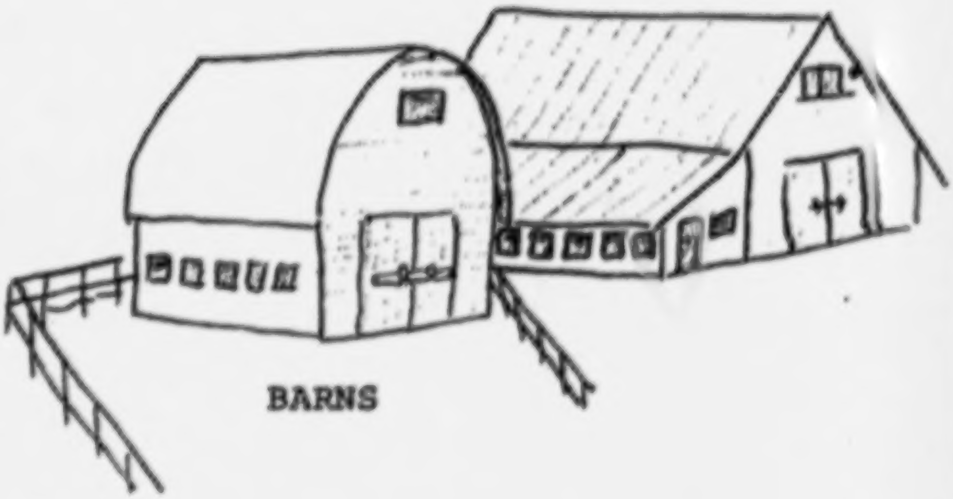
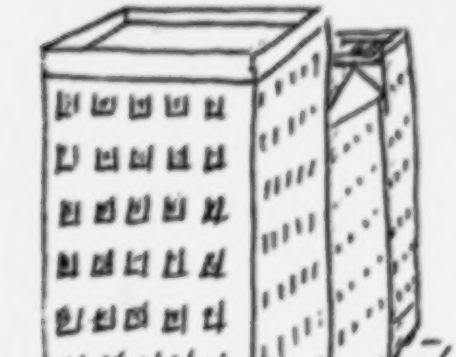


BARNS



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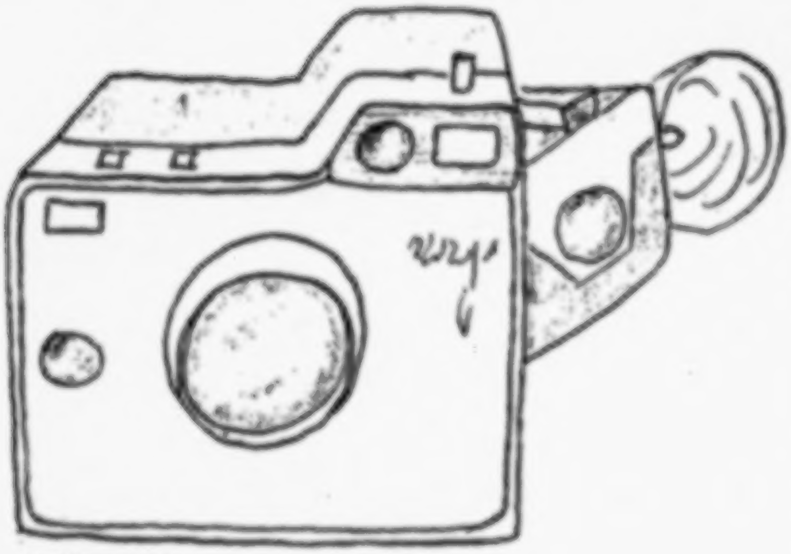

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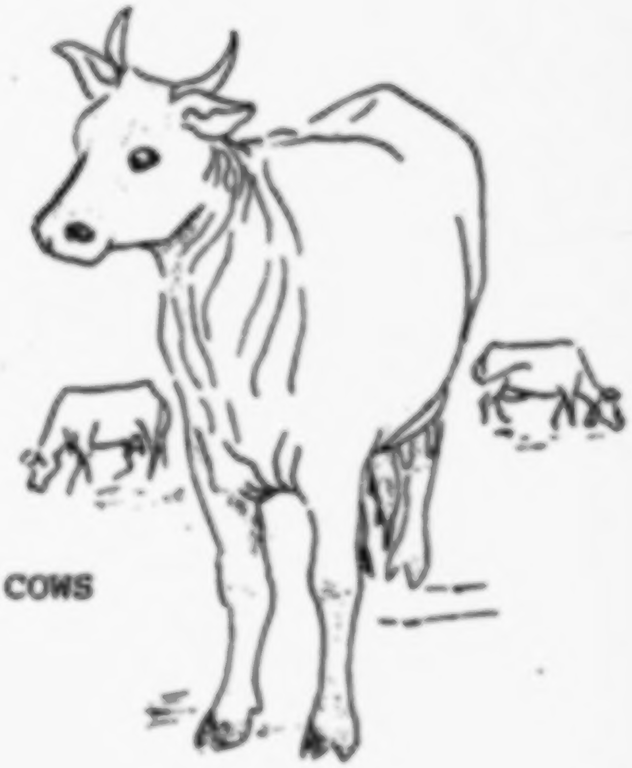

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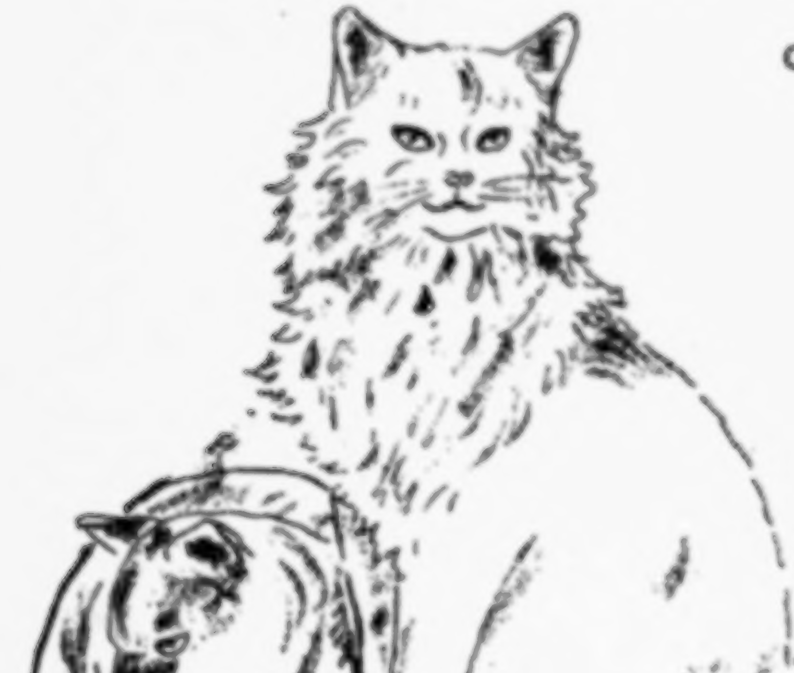

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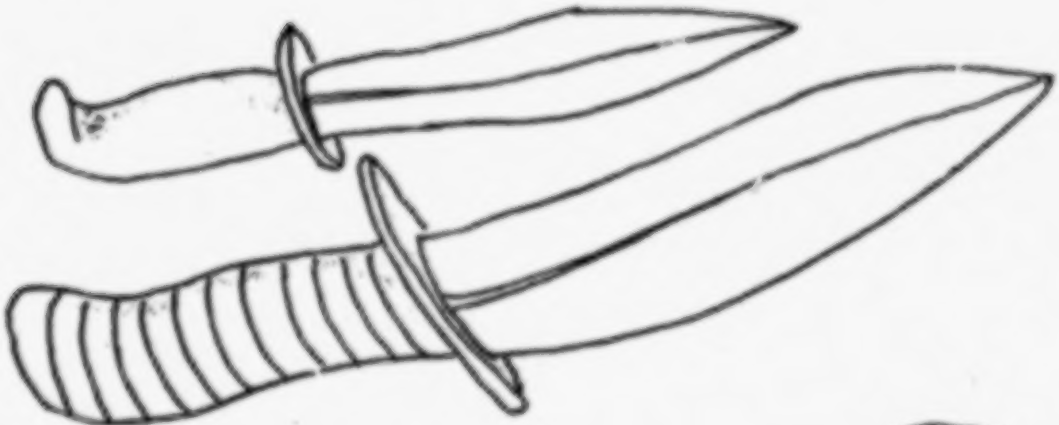

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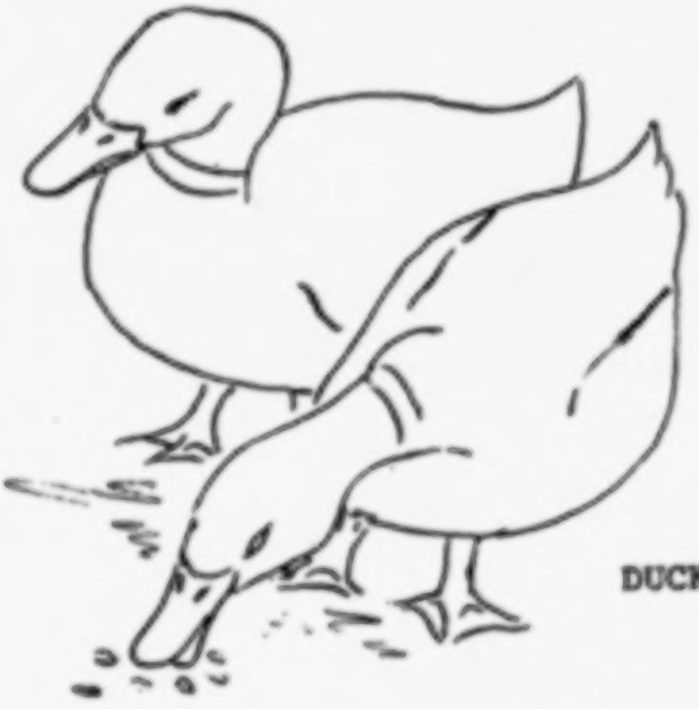

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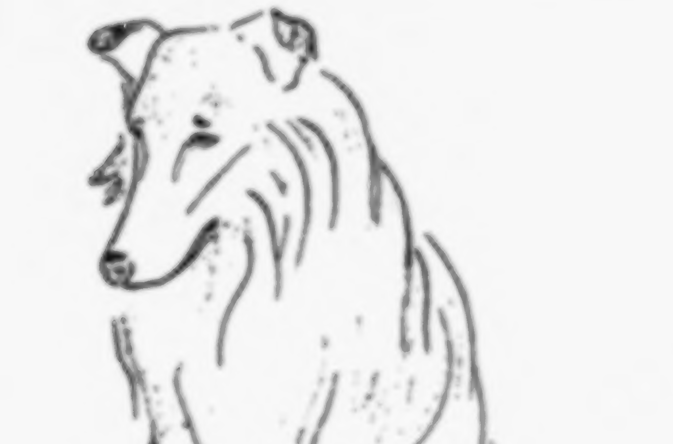

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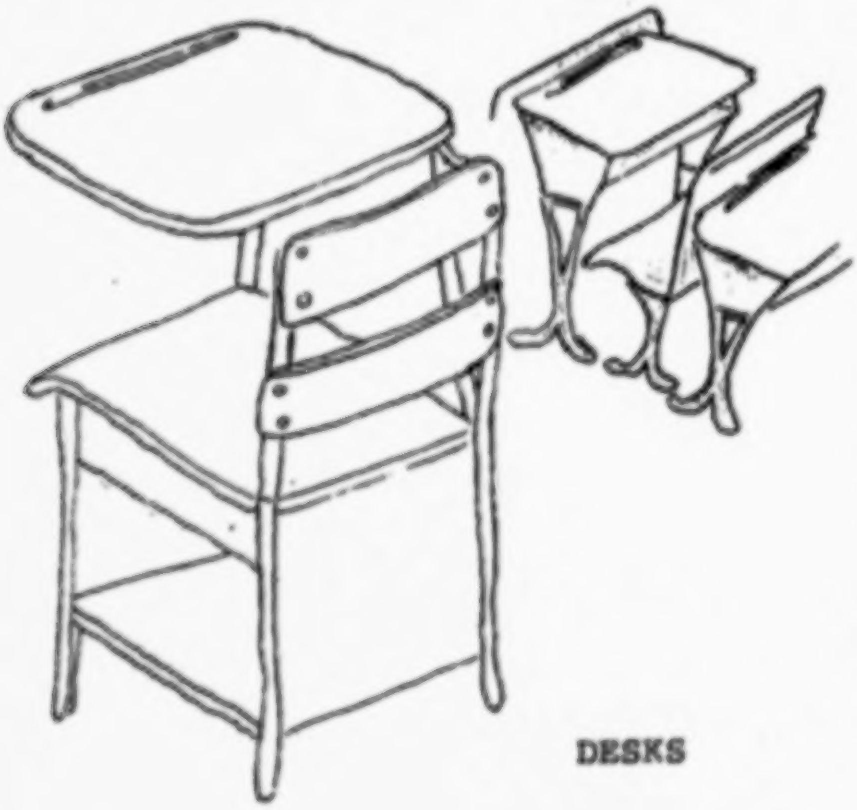

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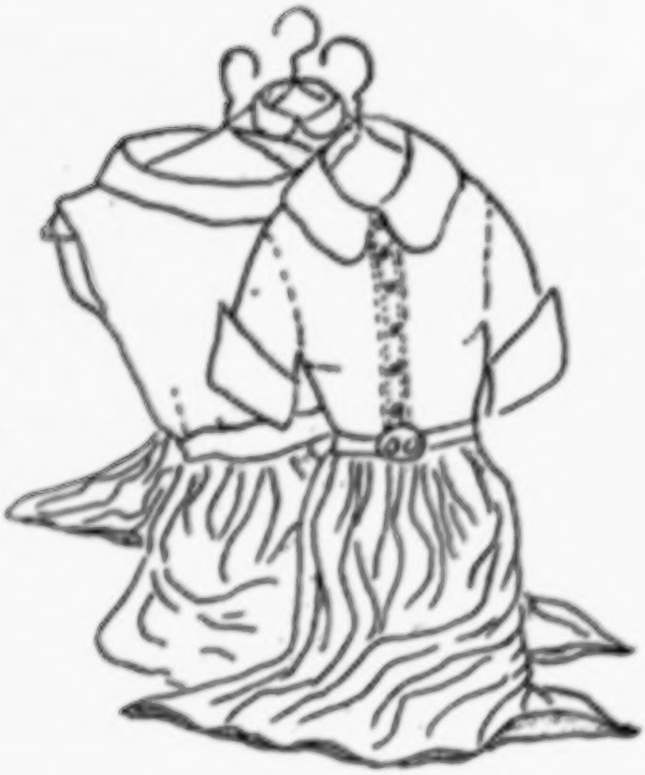

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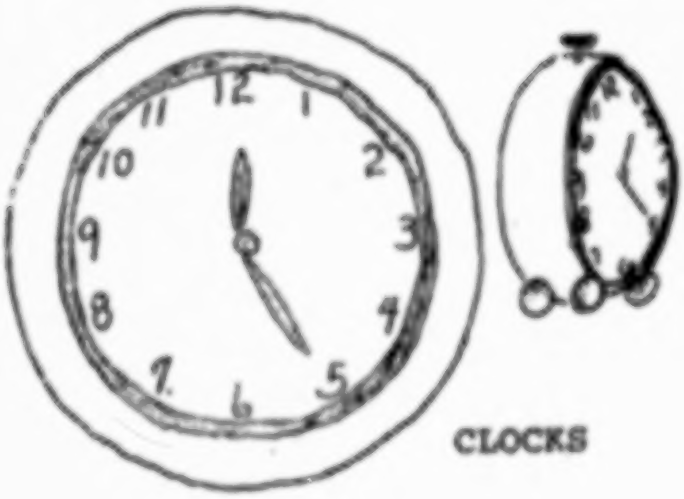

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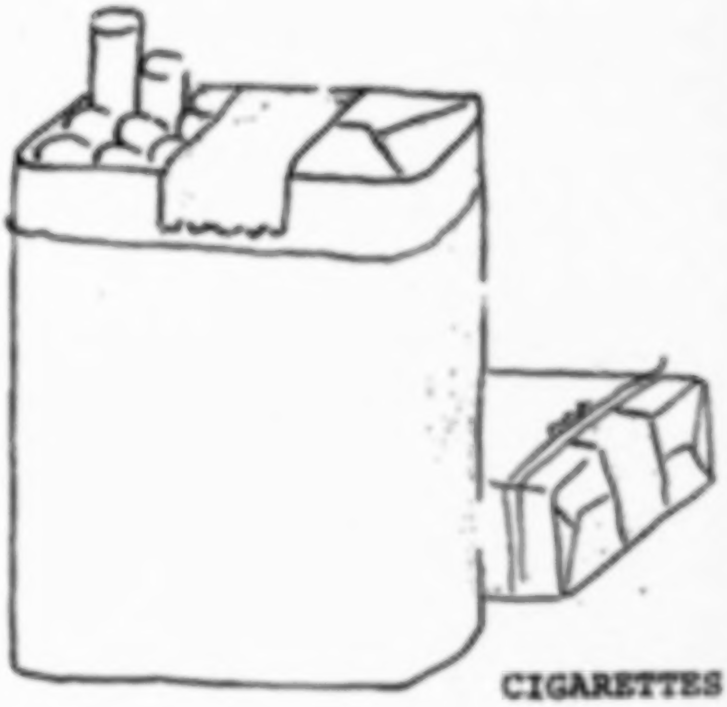

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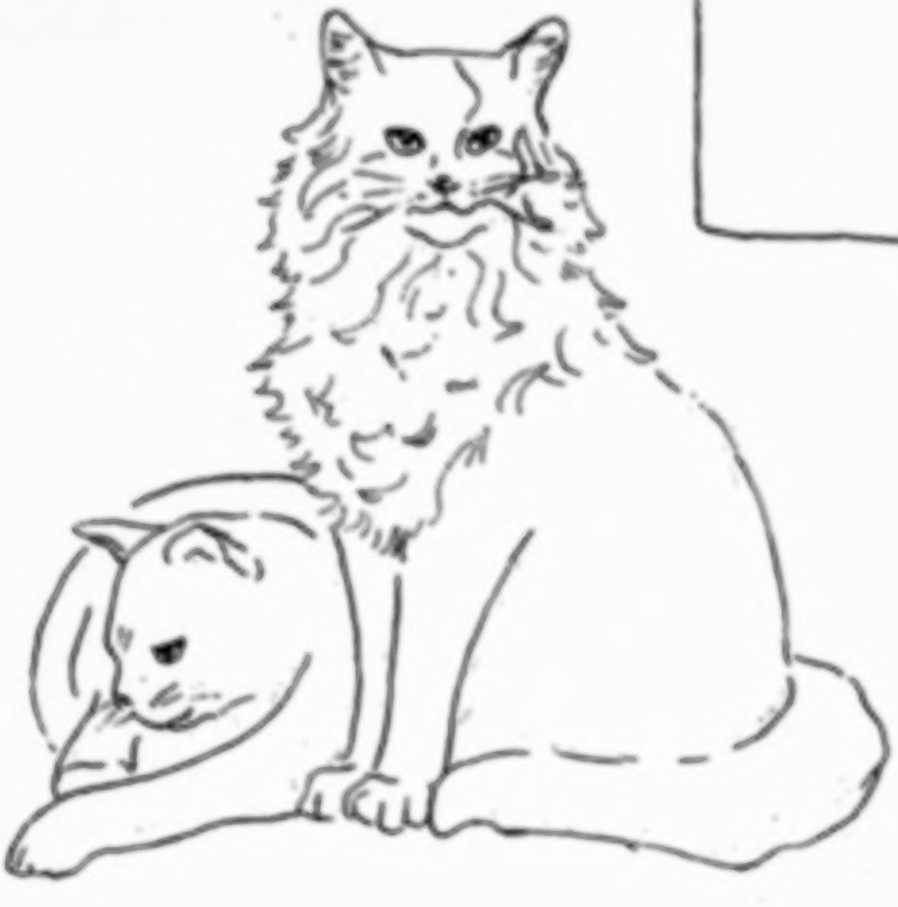

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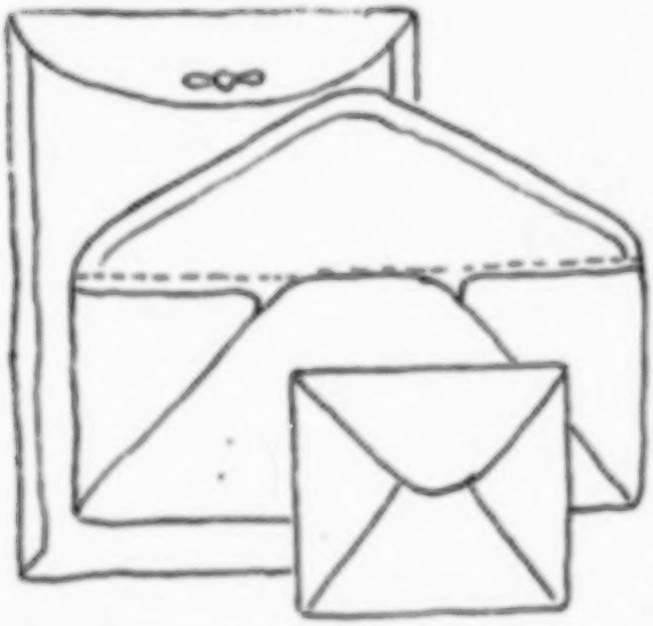
CATS



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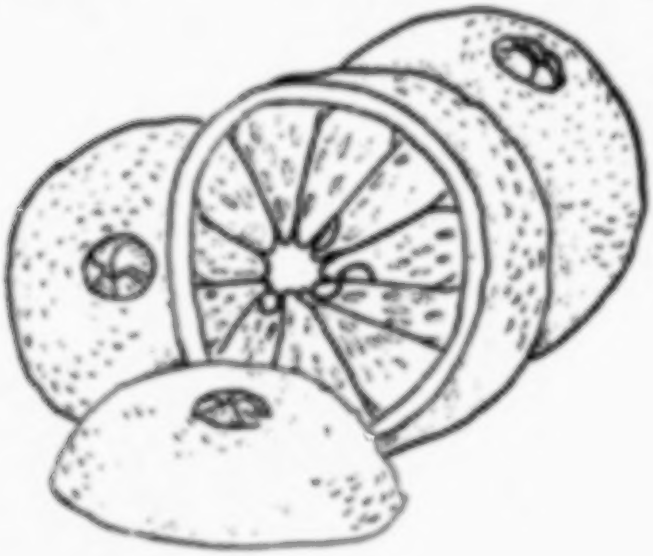

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ORANGES

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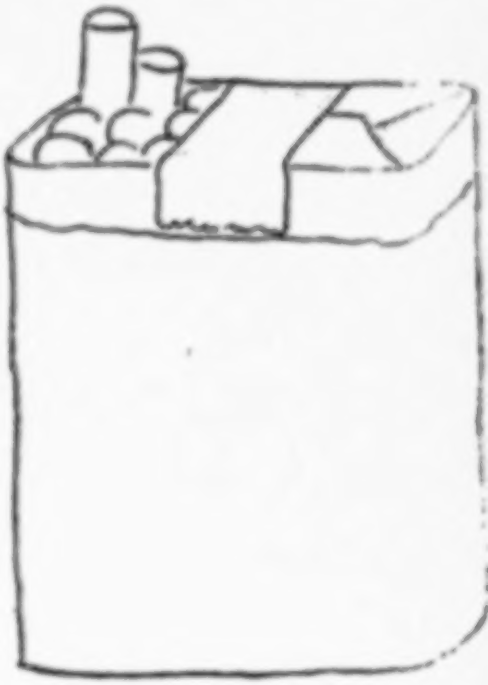

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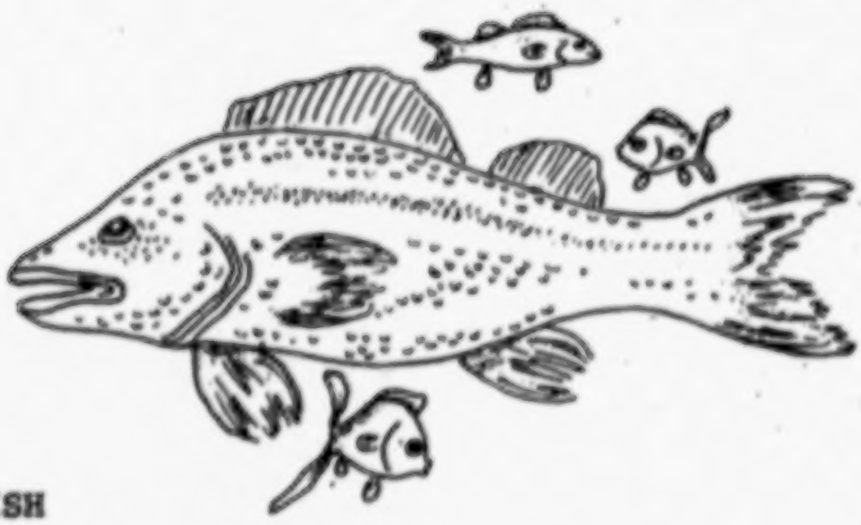

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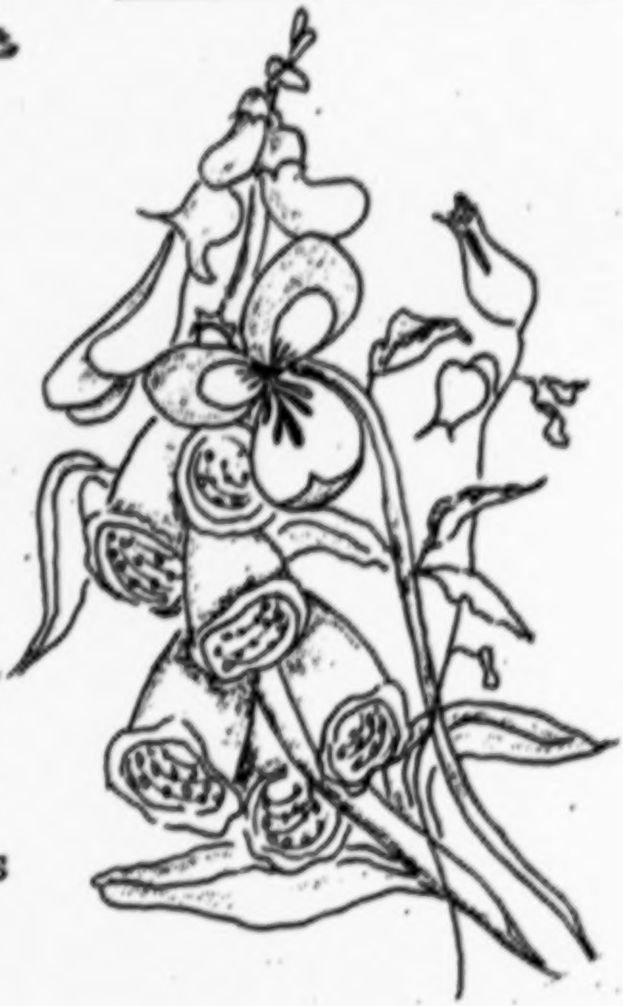

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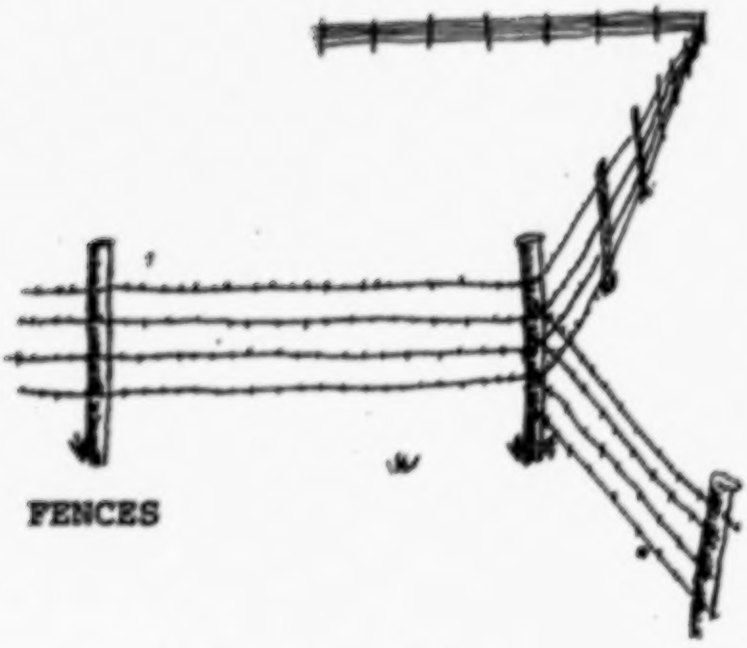

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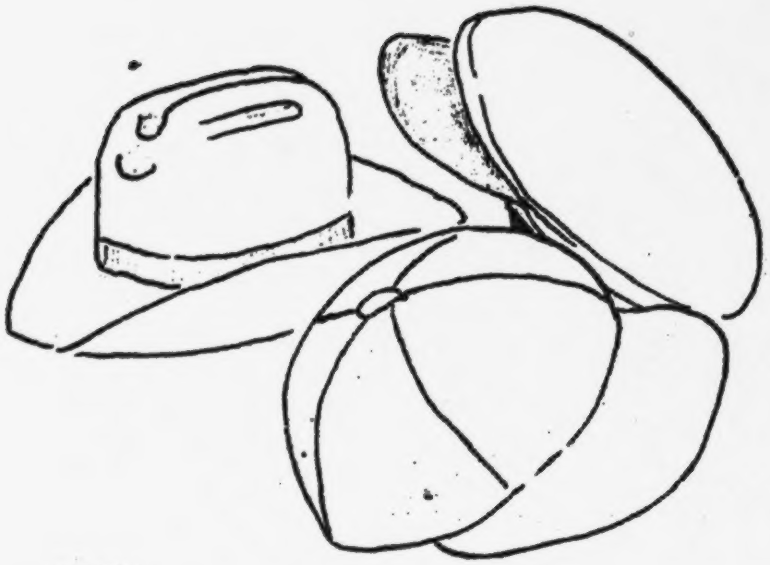

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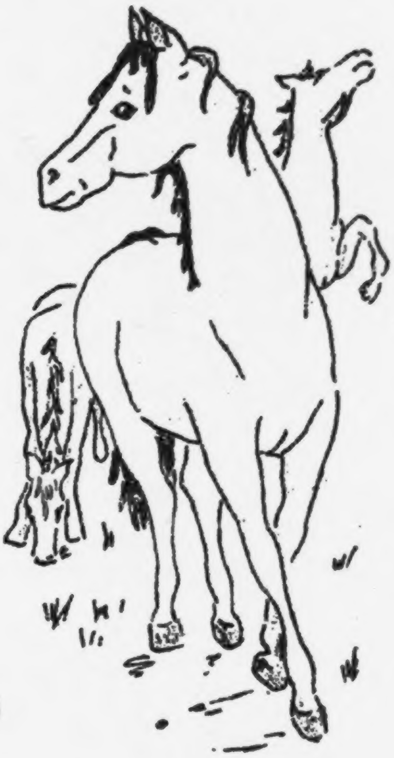

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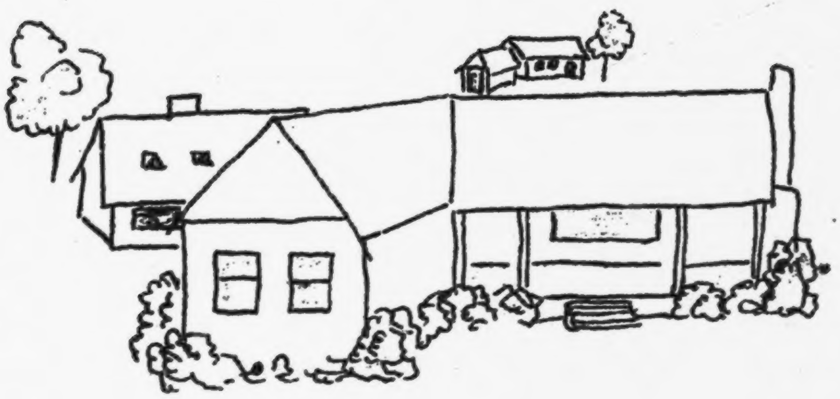

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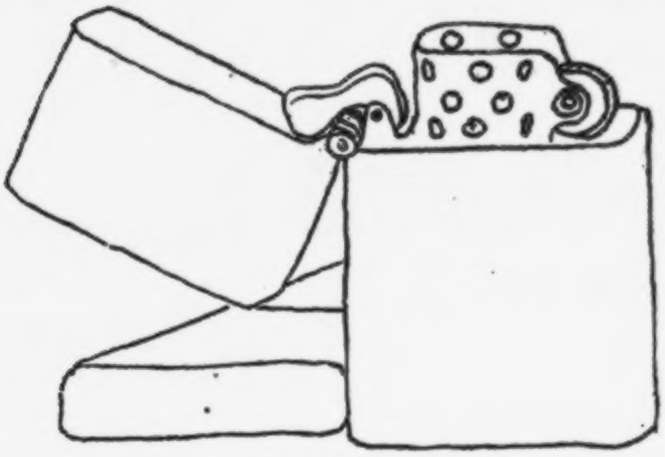
HOUSES



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LIGHTERS

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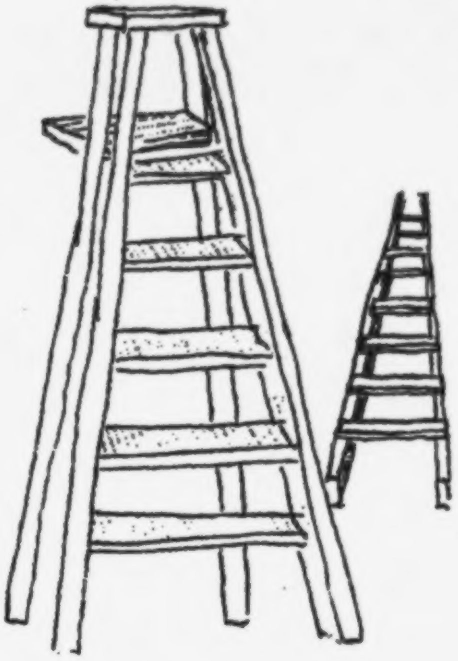

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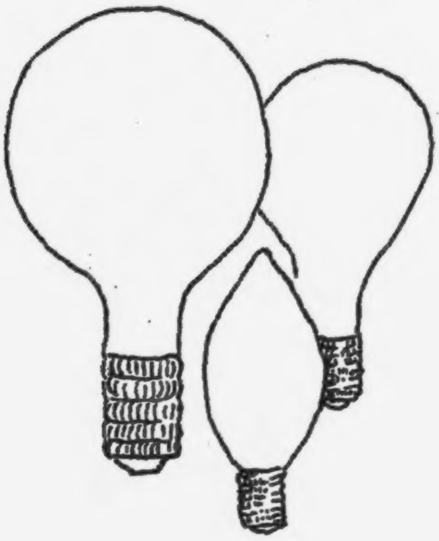

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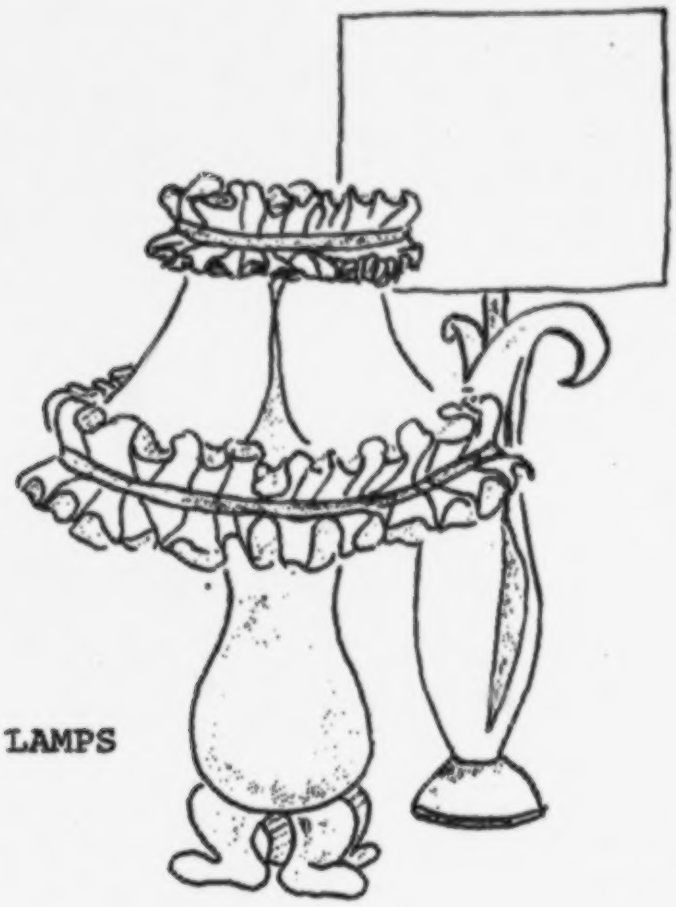

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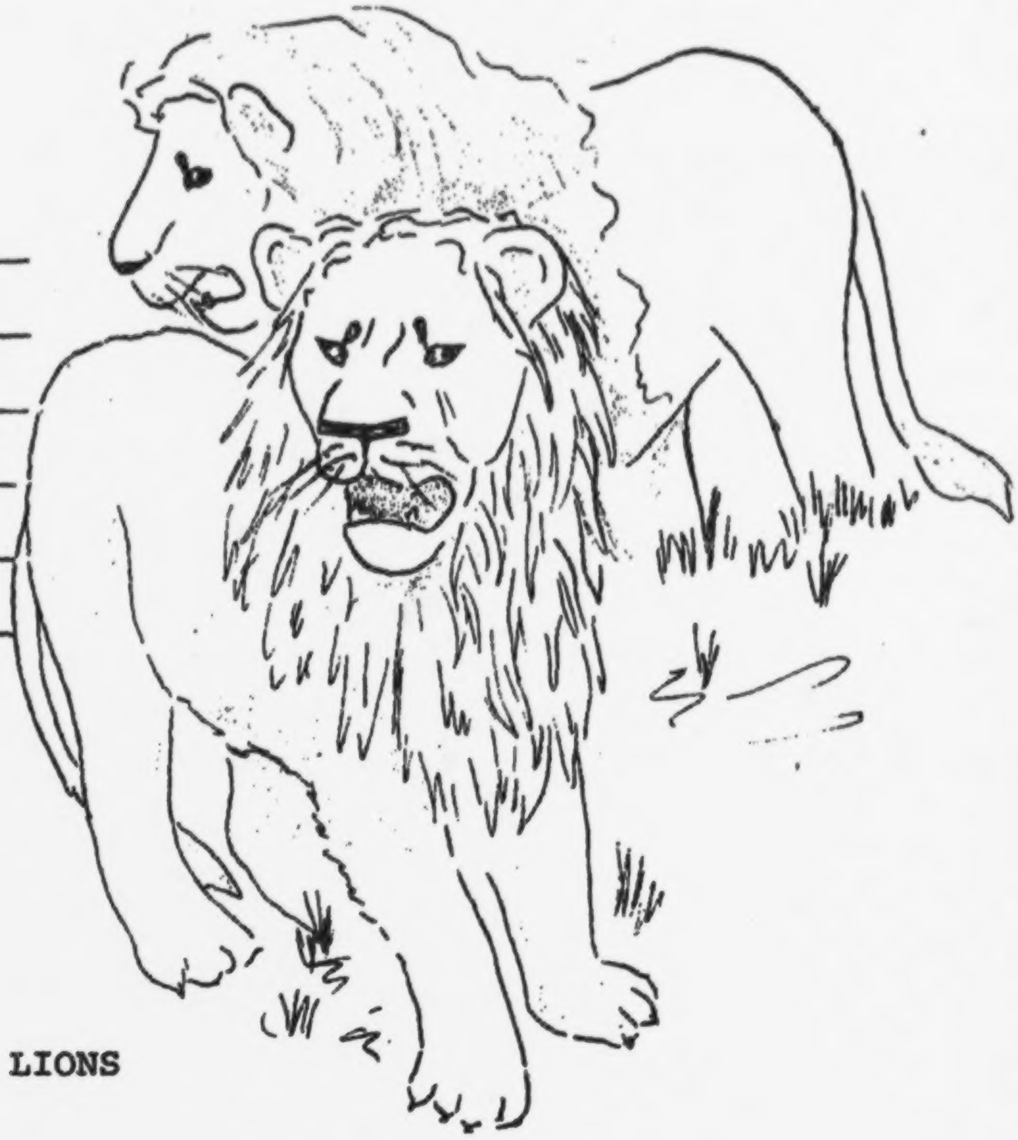
LAMPS



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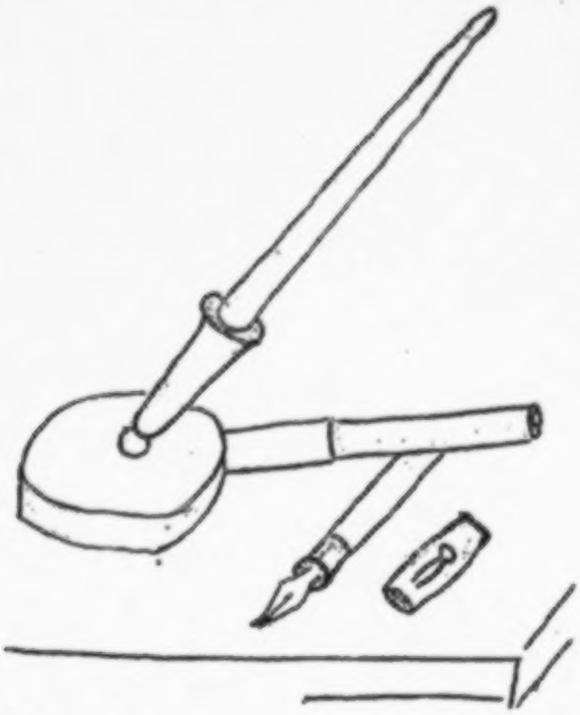

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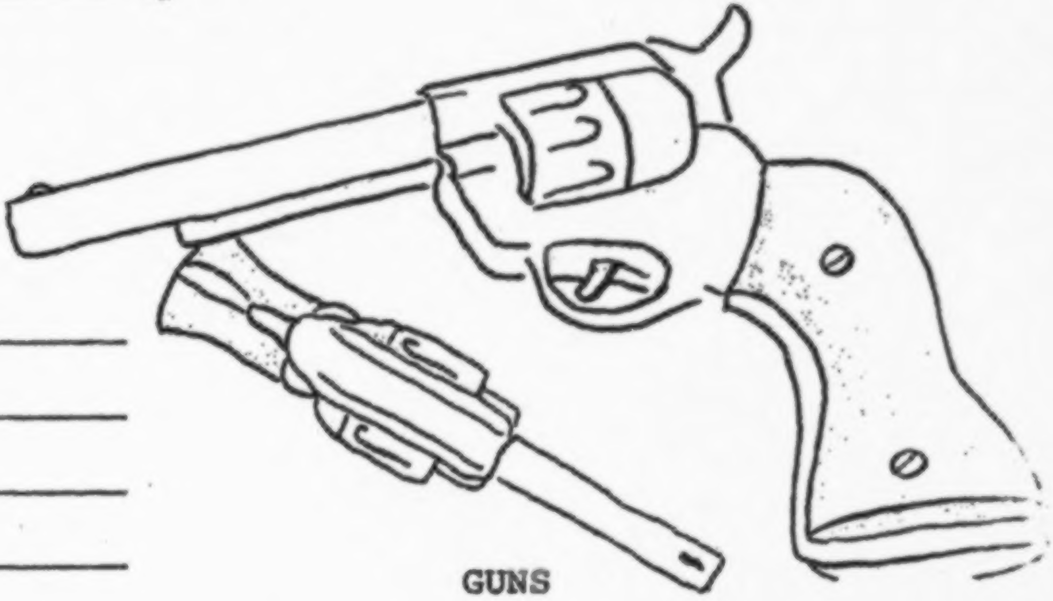

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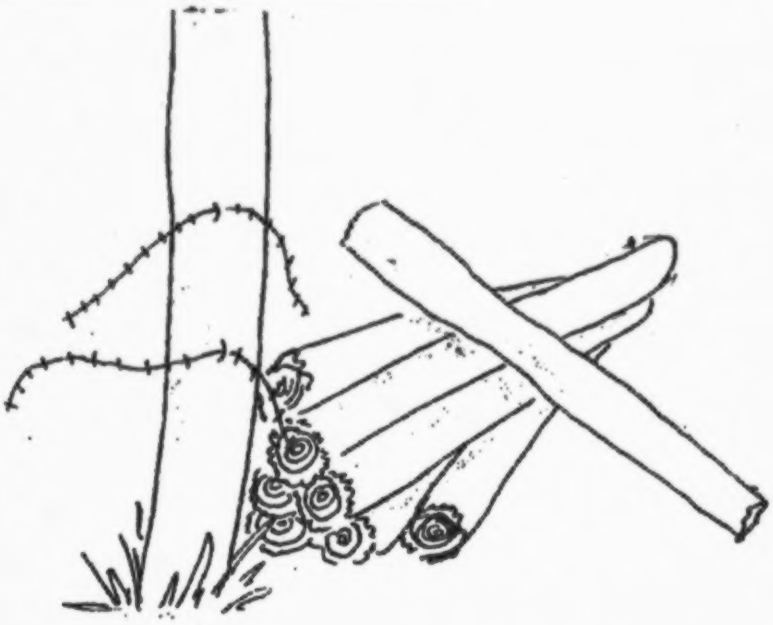

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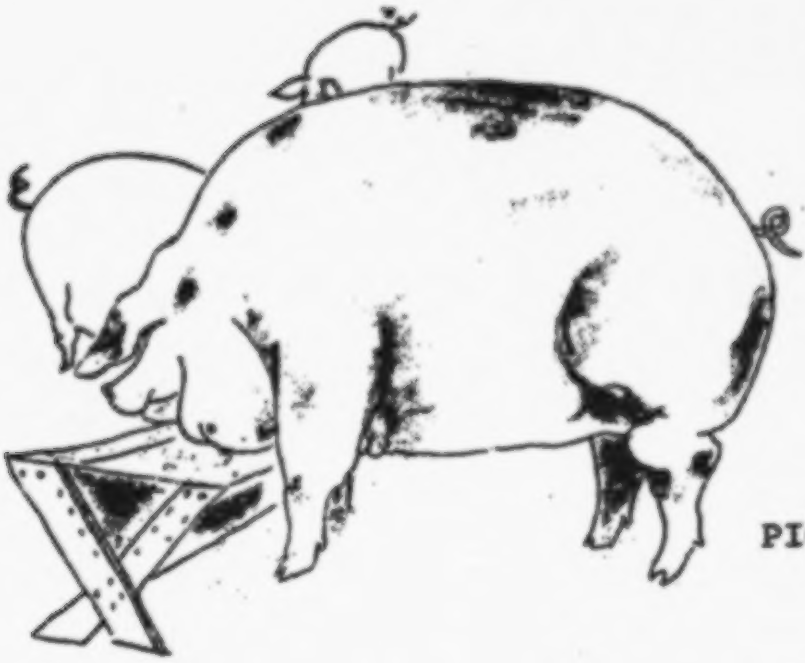

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PIGS

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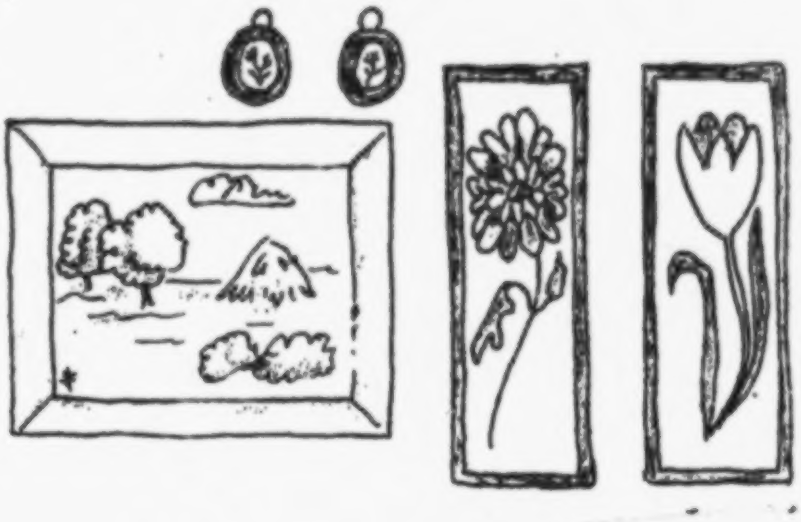
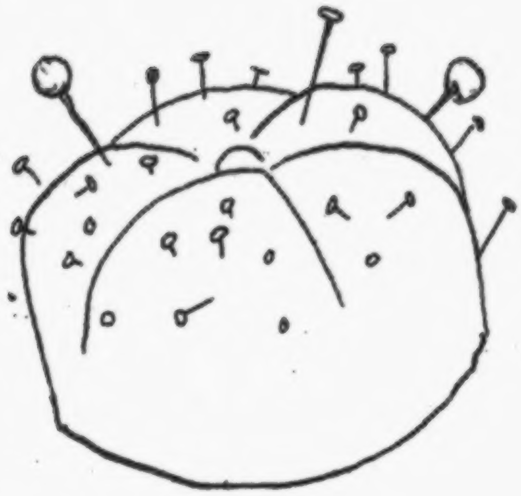
PICTURES





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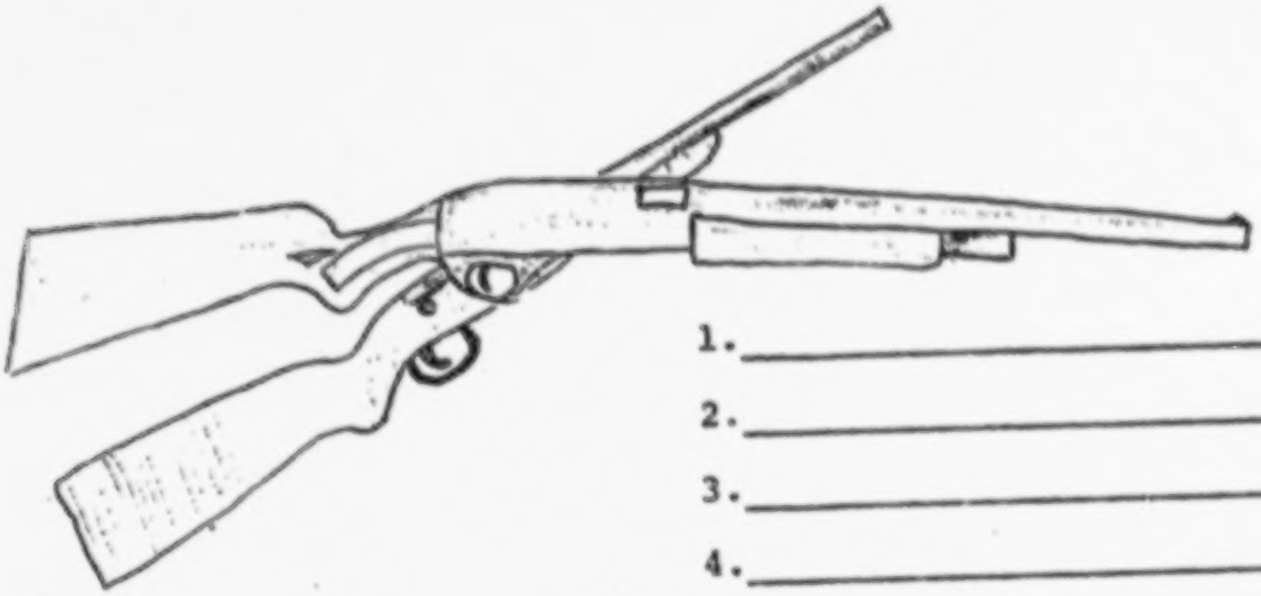
PINS



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RIFLES

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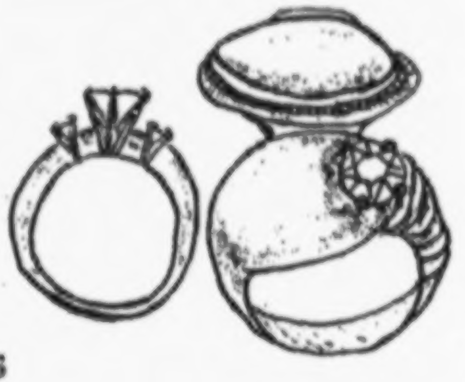

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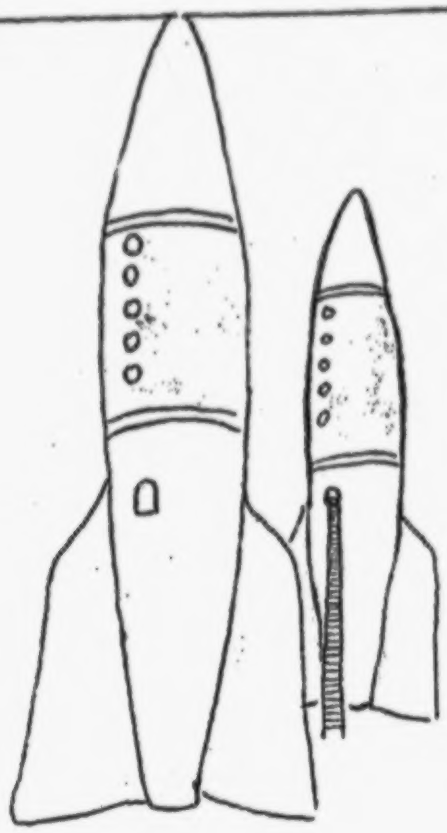

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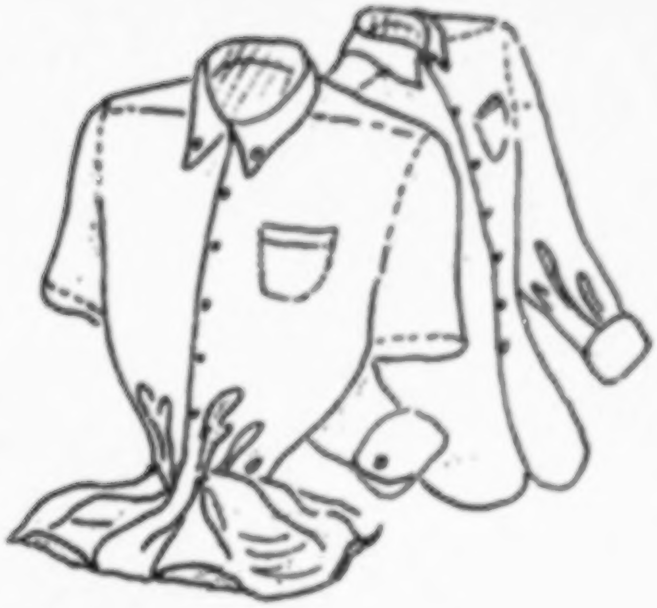

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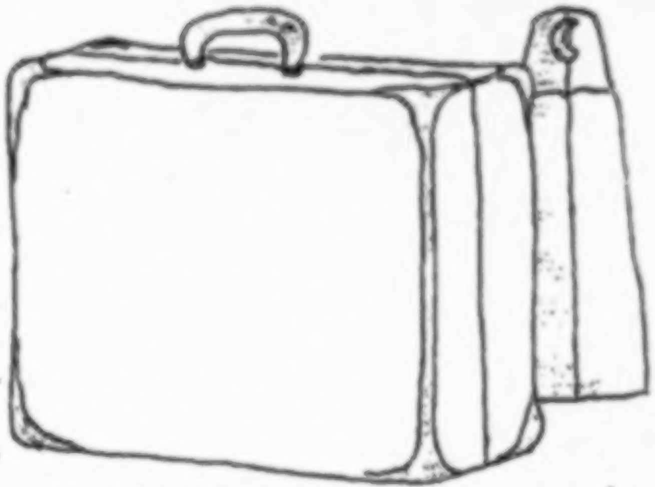

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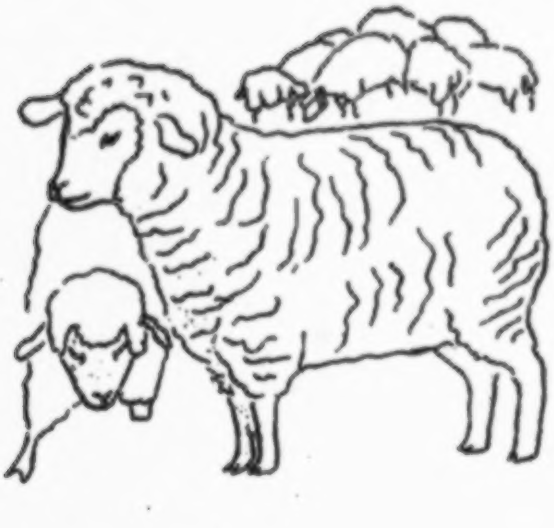

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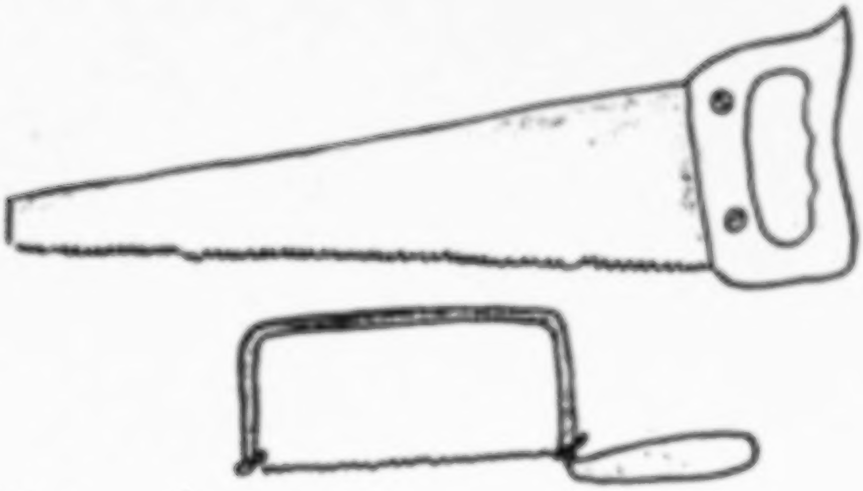
SHEEP



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SAWS

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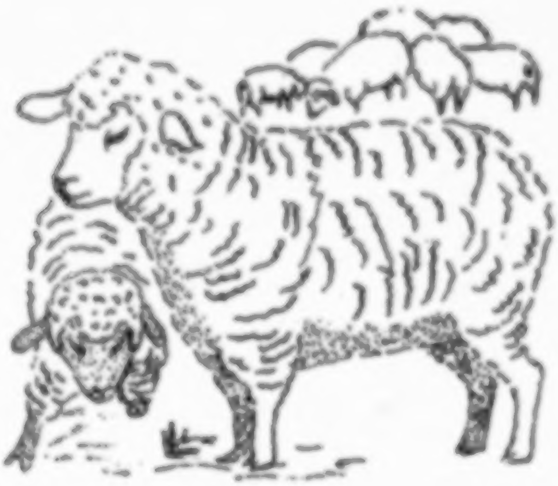

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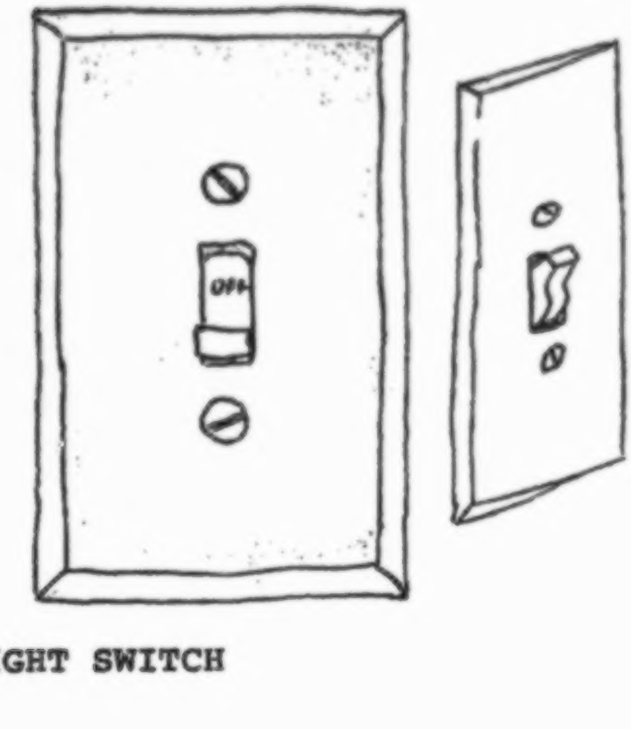

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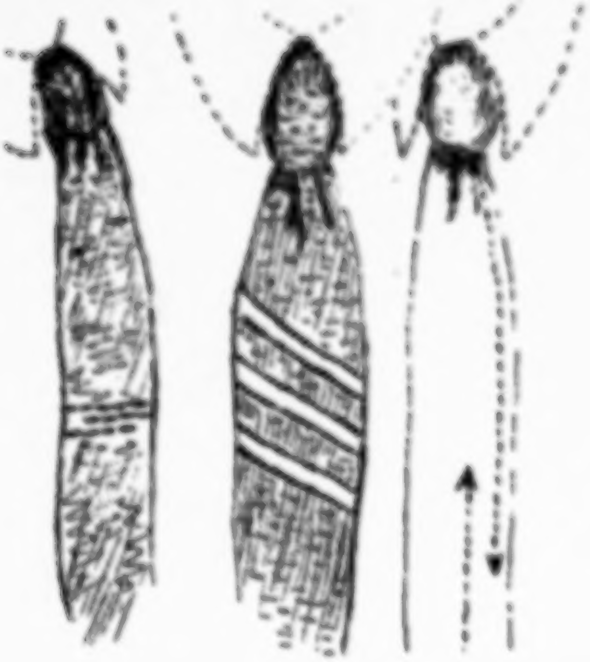
LIGHT SWITCH



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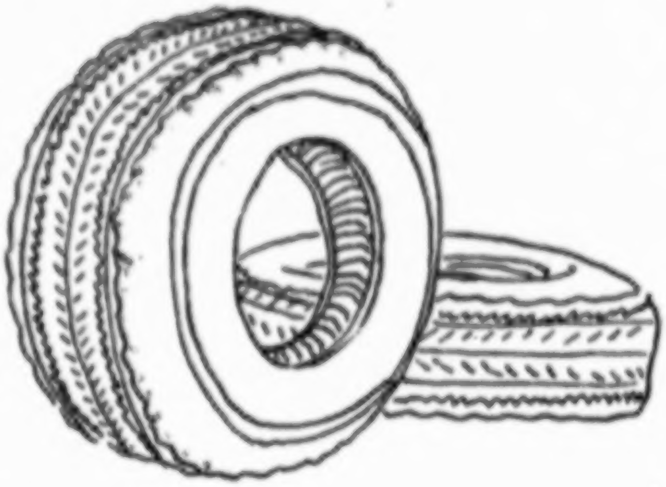

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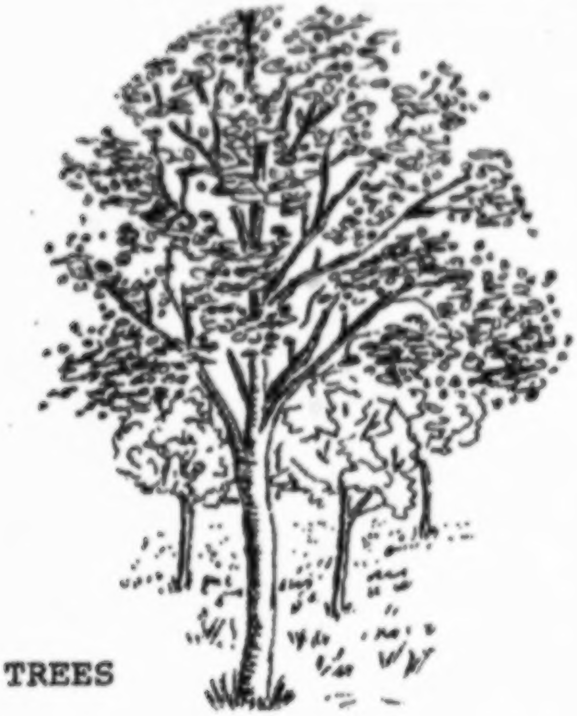

TREES

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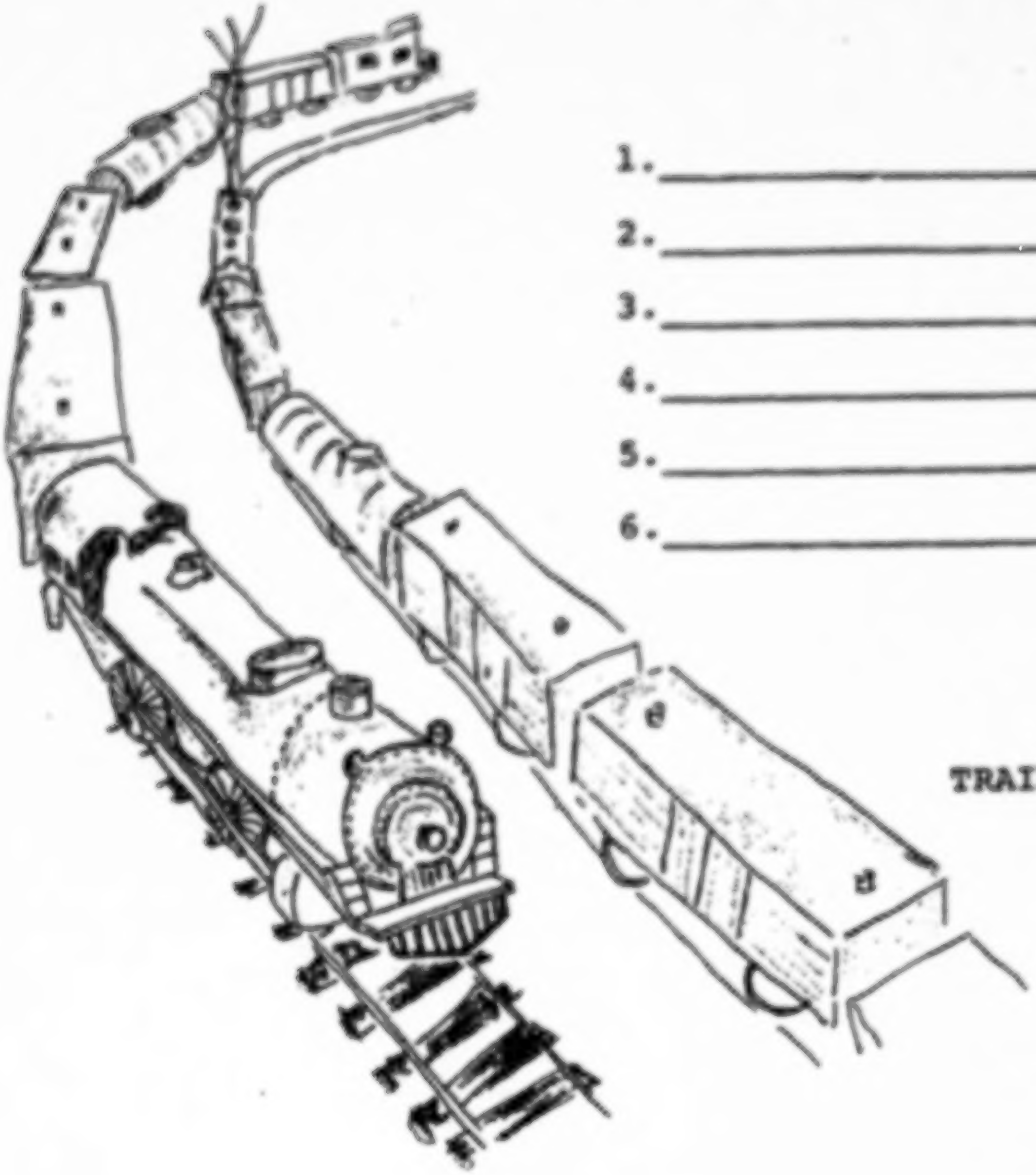

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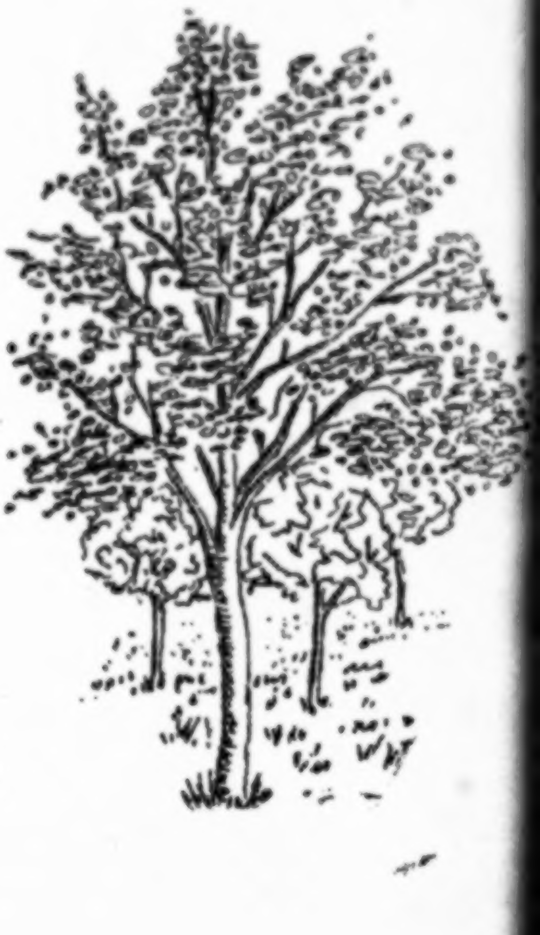

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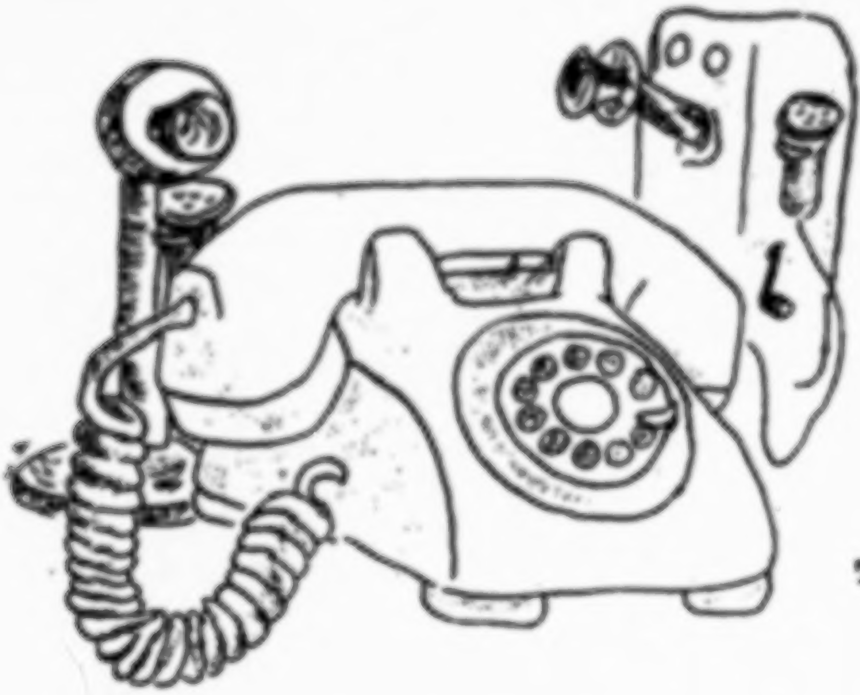

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TELEPHONES

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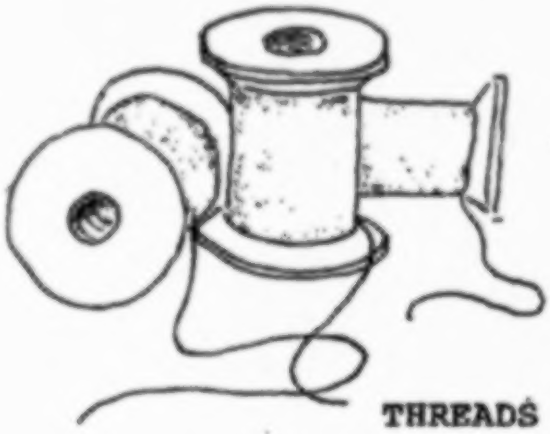

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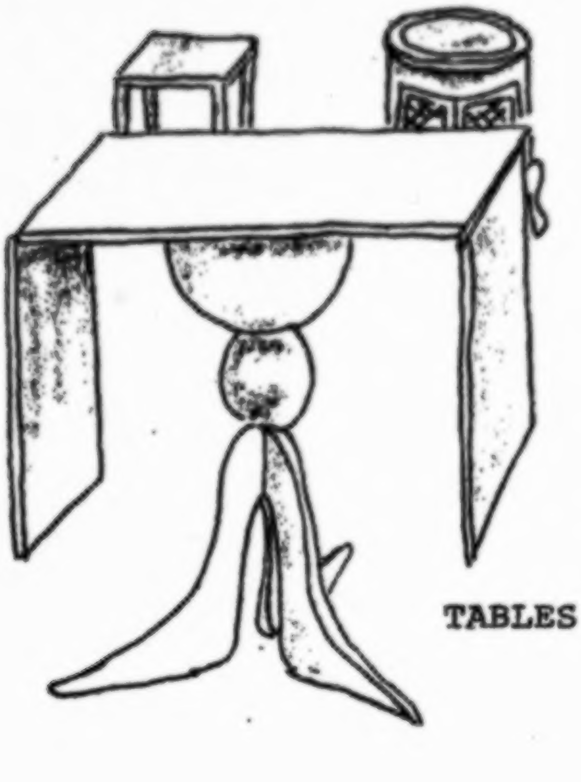

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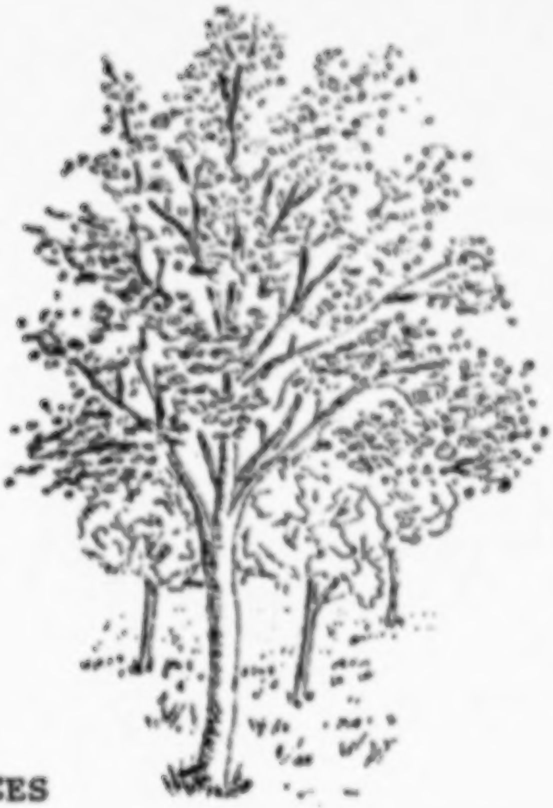

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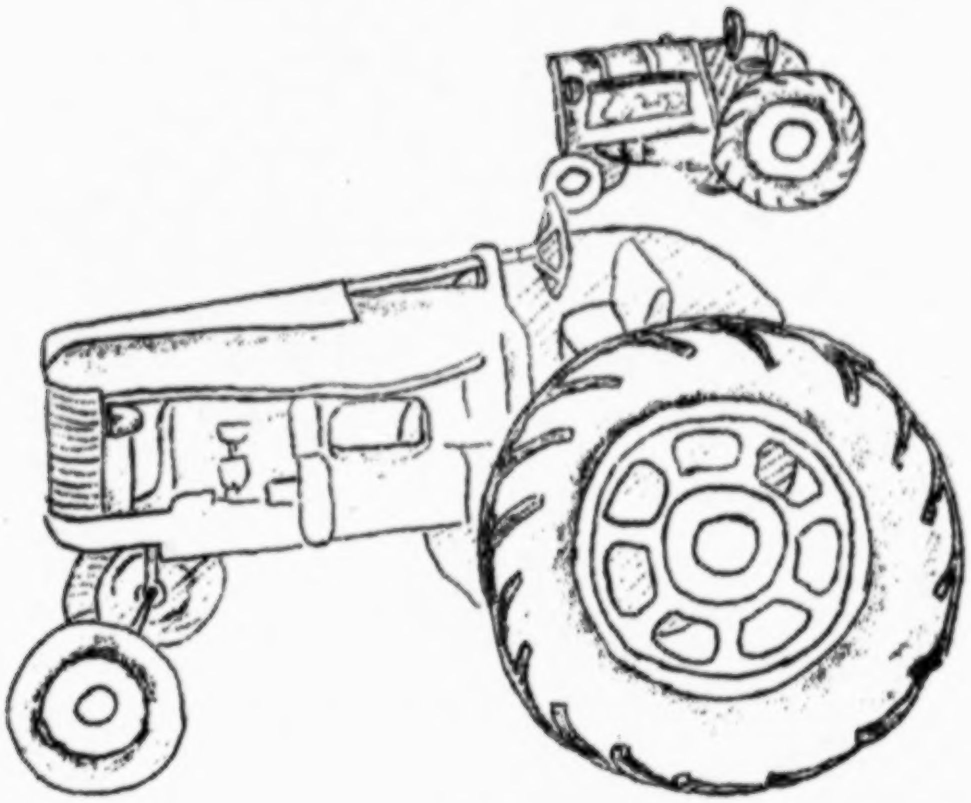
TREES



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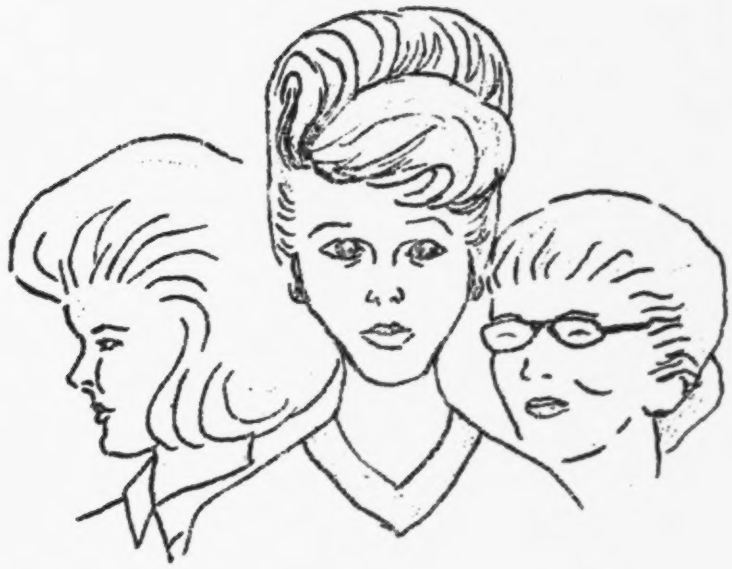
TRACTORS



WOMEN

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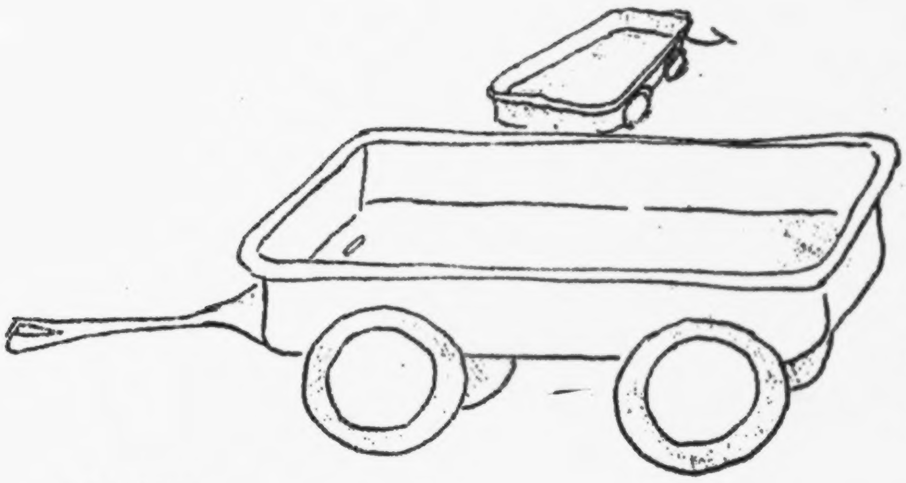

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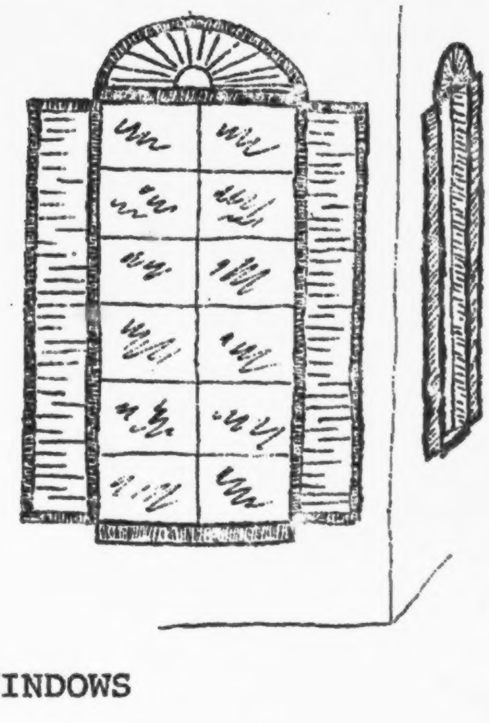

WINDOWS

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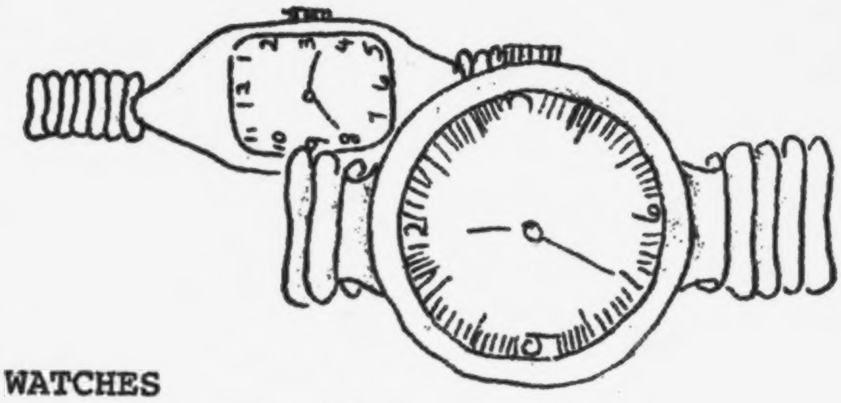

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WATCHES

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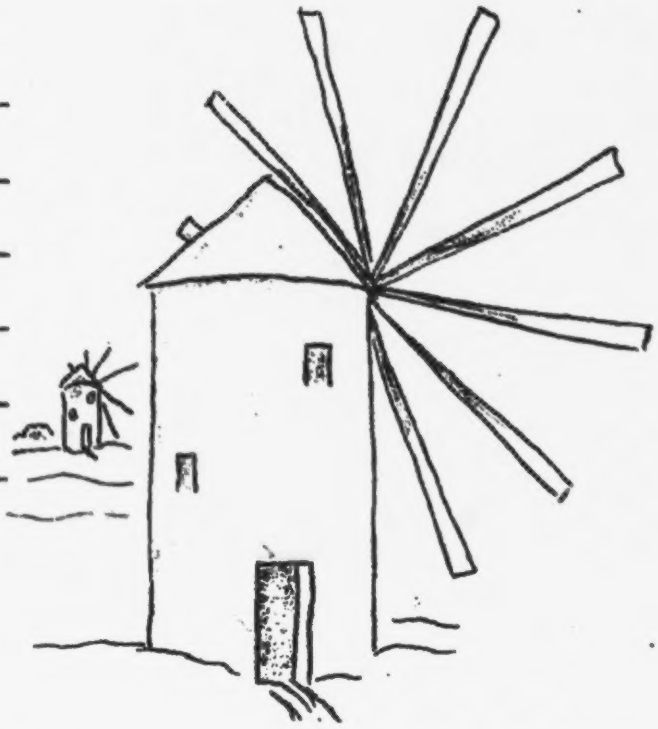
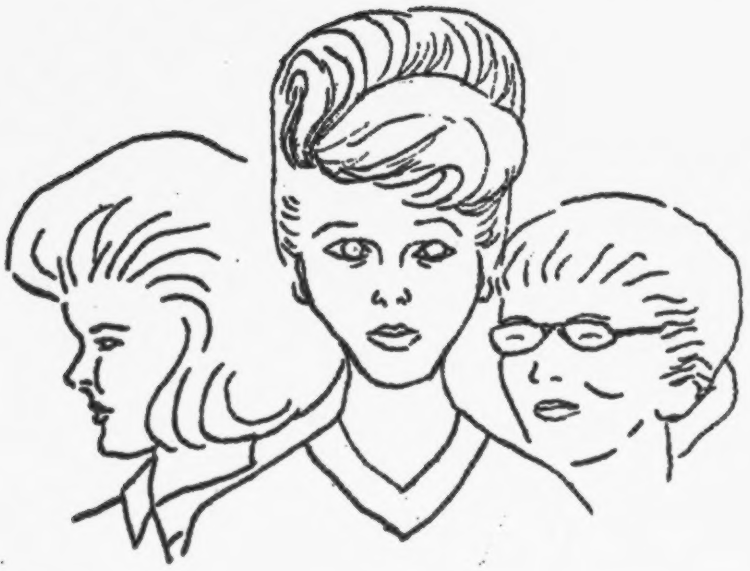


WINDMILLS



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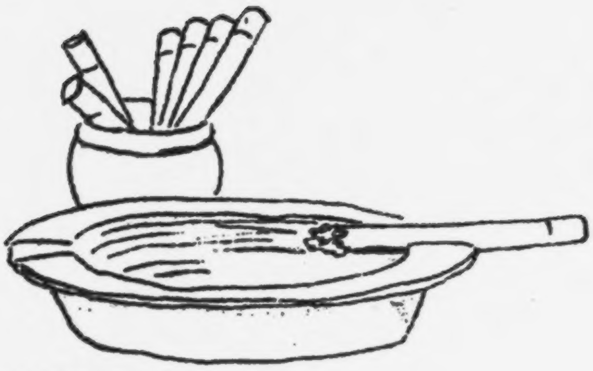
WOMEN



CIGARETTES

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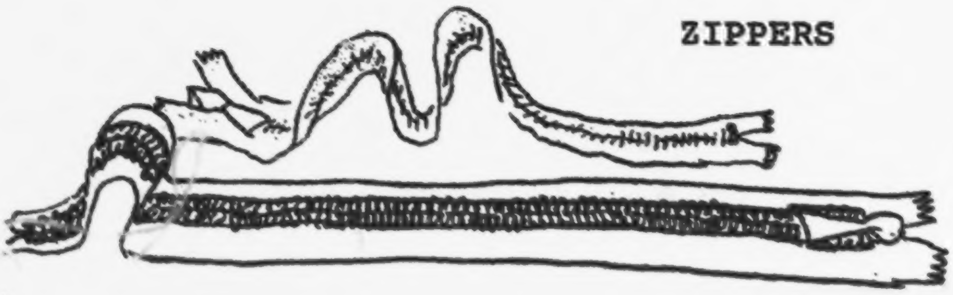
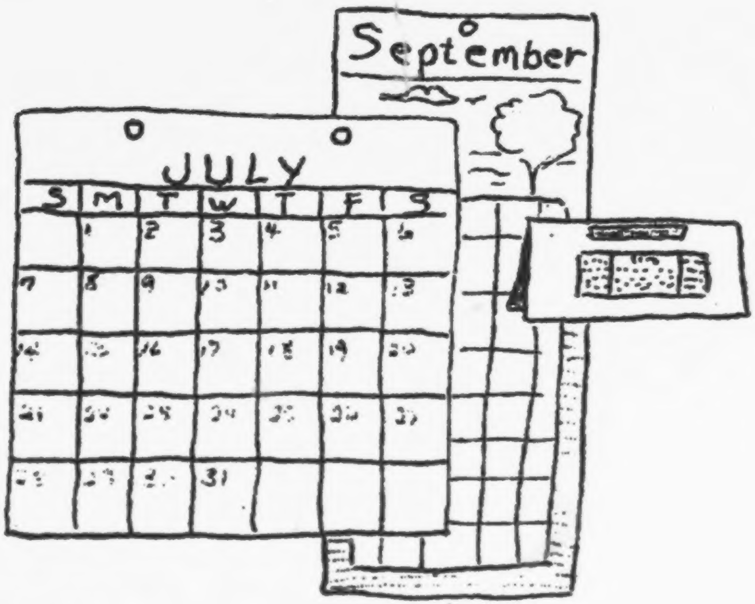


ZIPPERS


September
JULY
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

CALENDARS

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ANGELS

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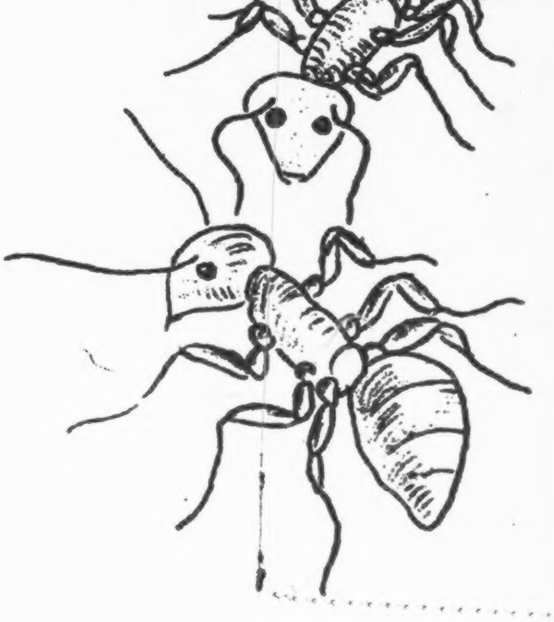
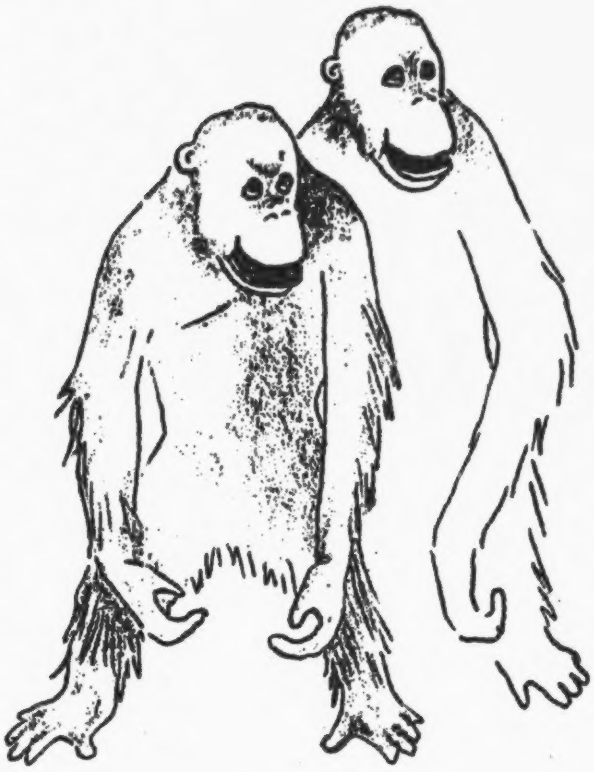
ANTS





APES

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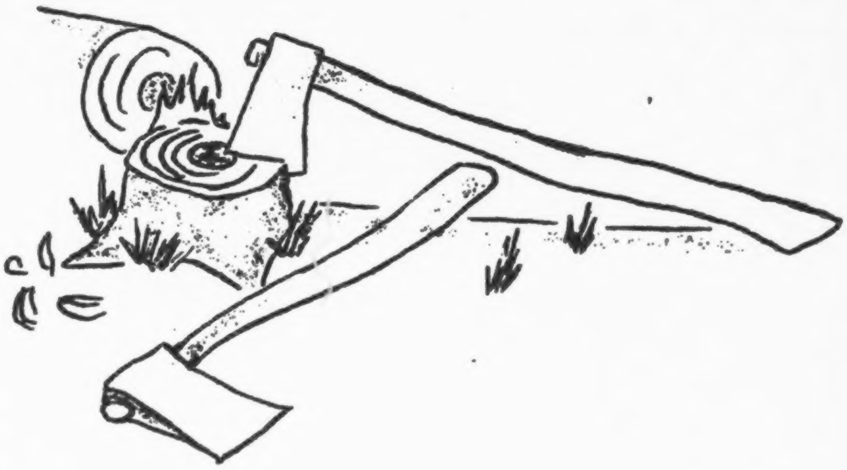
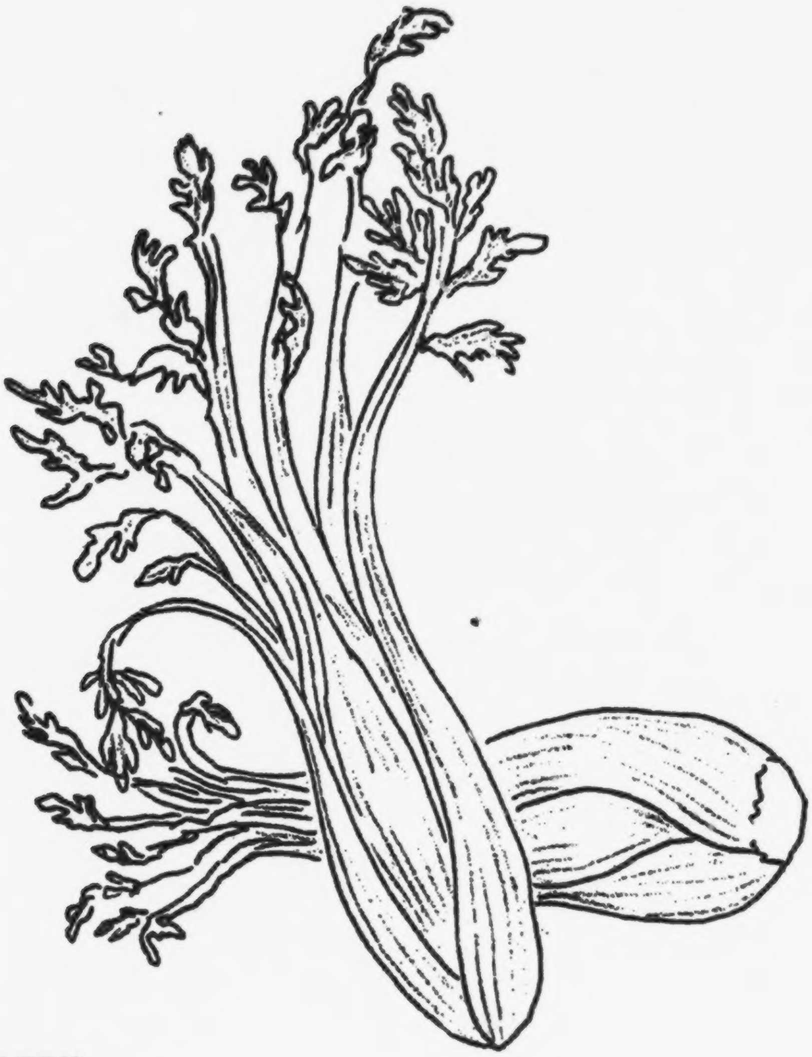
AXES





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CELERY

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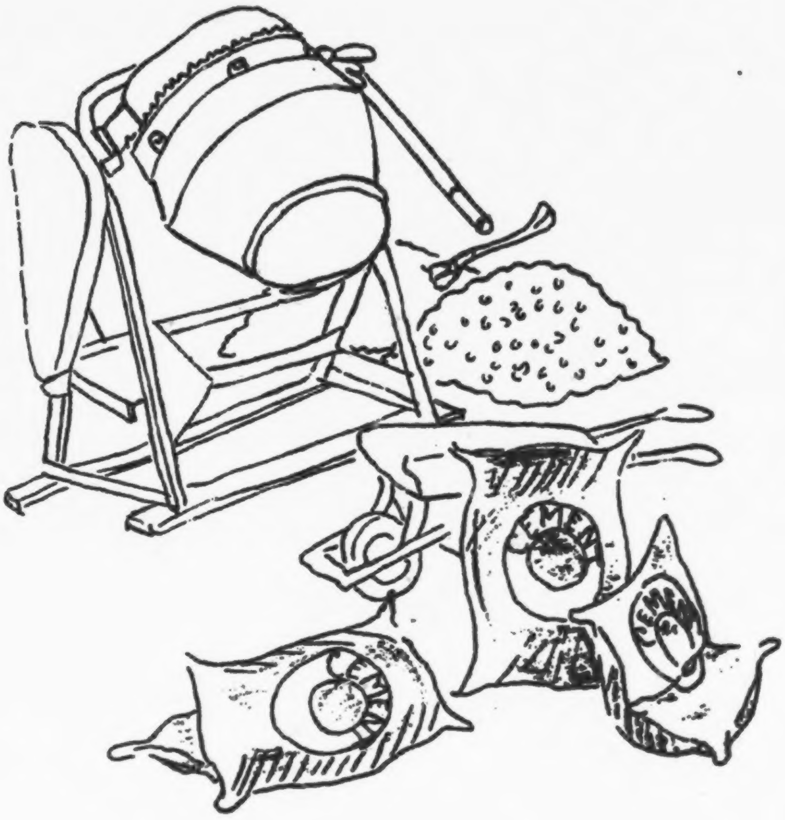
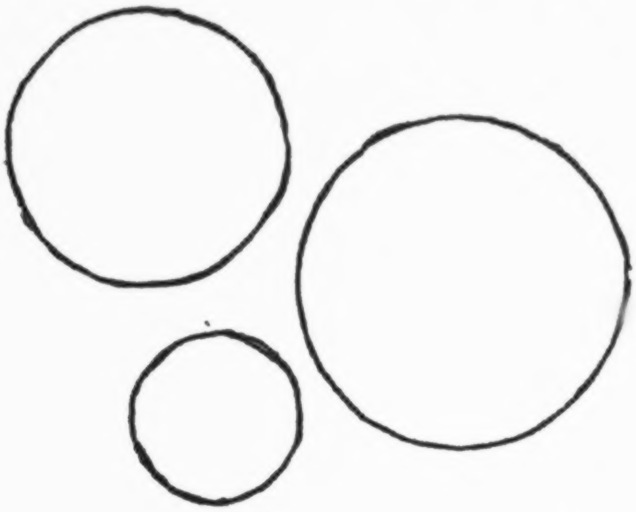
CEMENT


CEMENT
CEMENT
CEMENT



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CIRCLES

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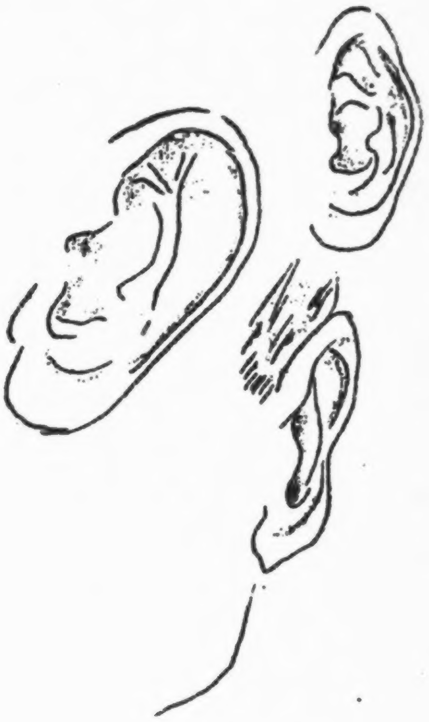
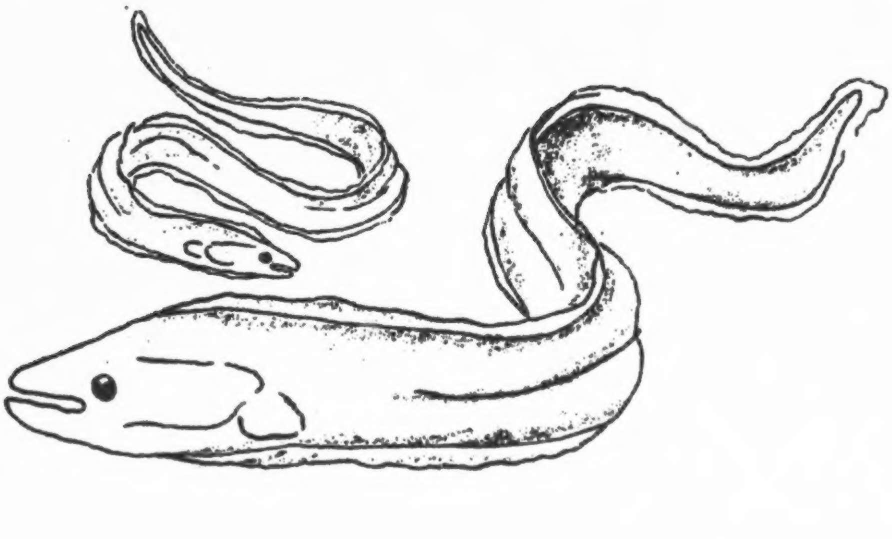


EARS



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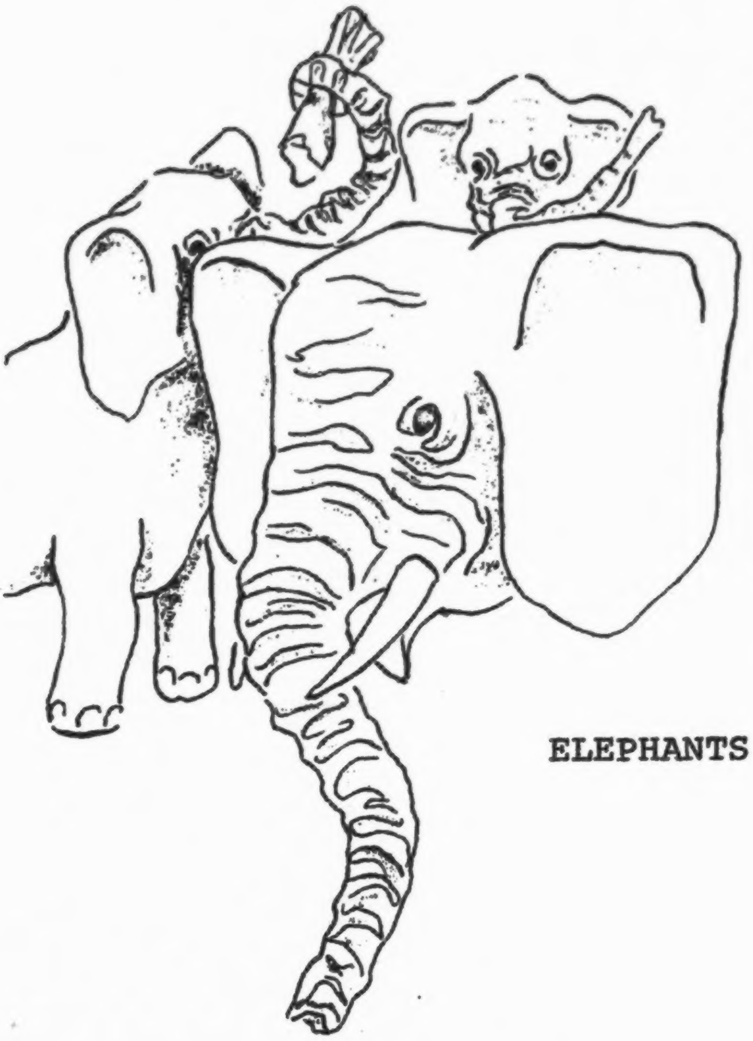
EELS



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ELEPHANTS

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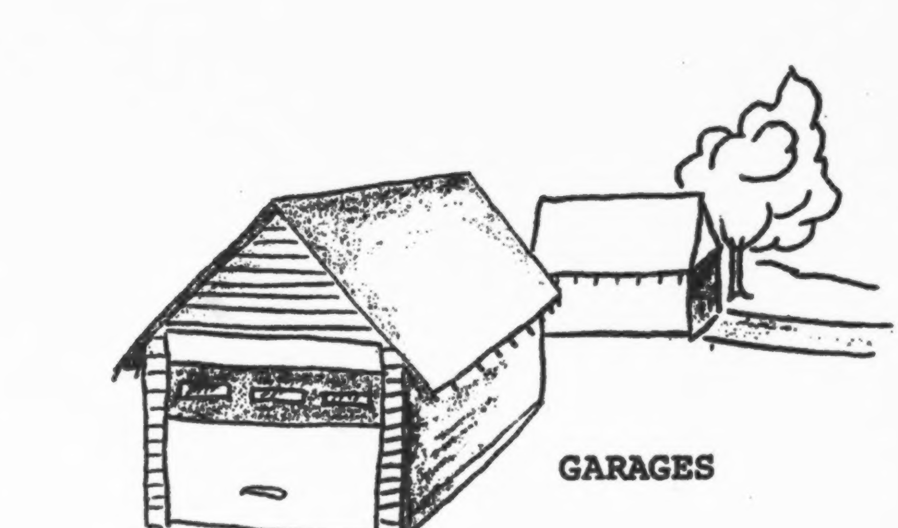
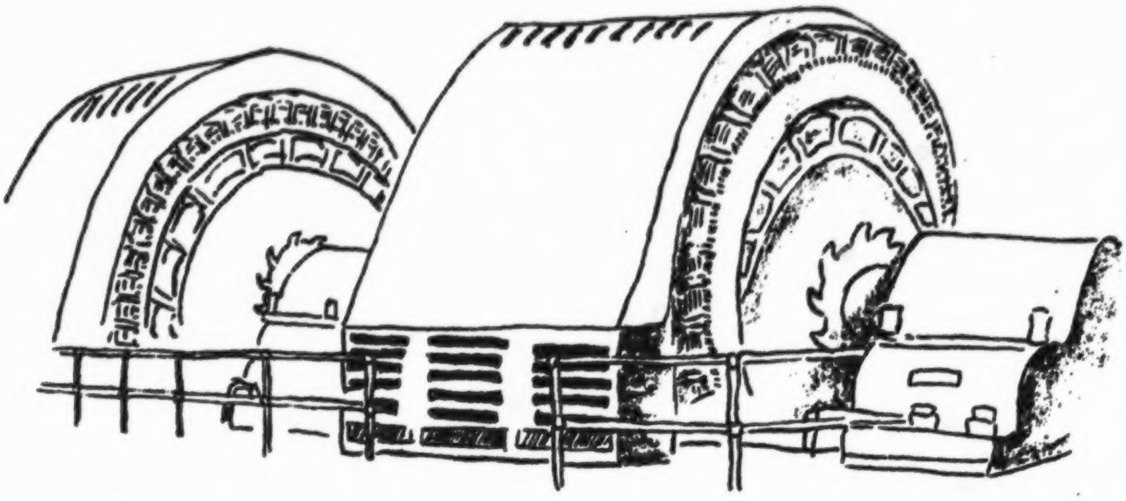


GARAGES



GENERATORS

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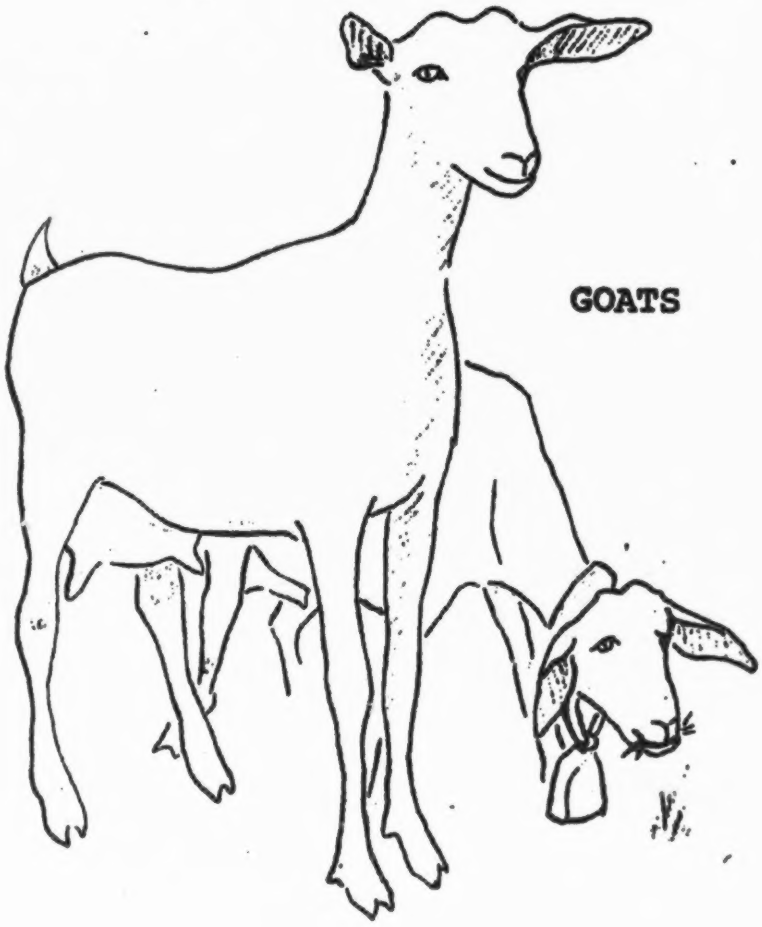
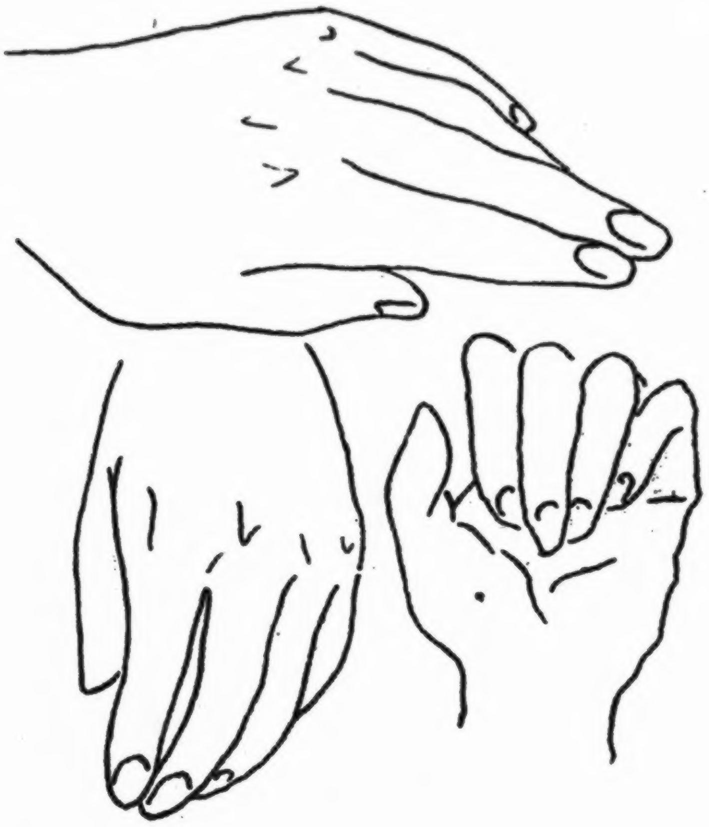


GOATS



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6.

HANDS

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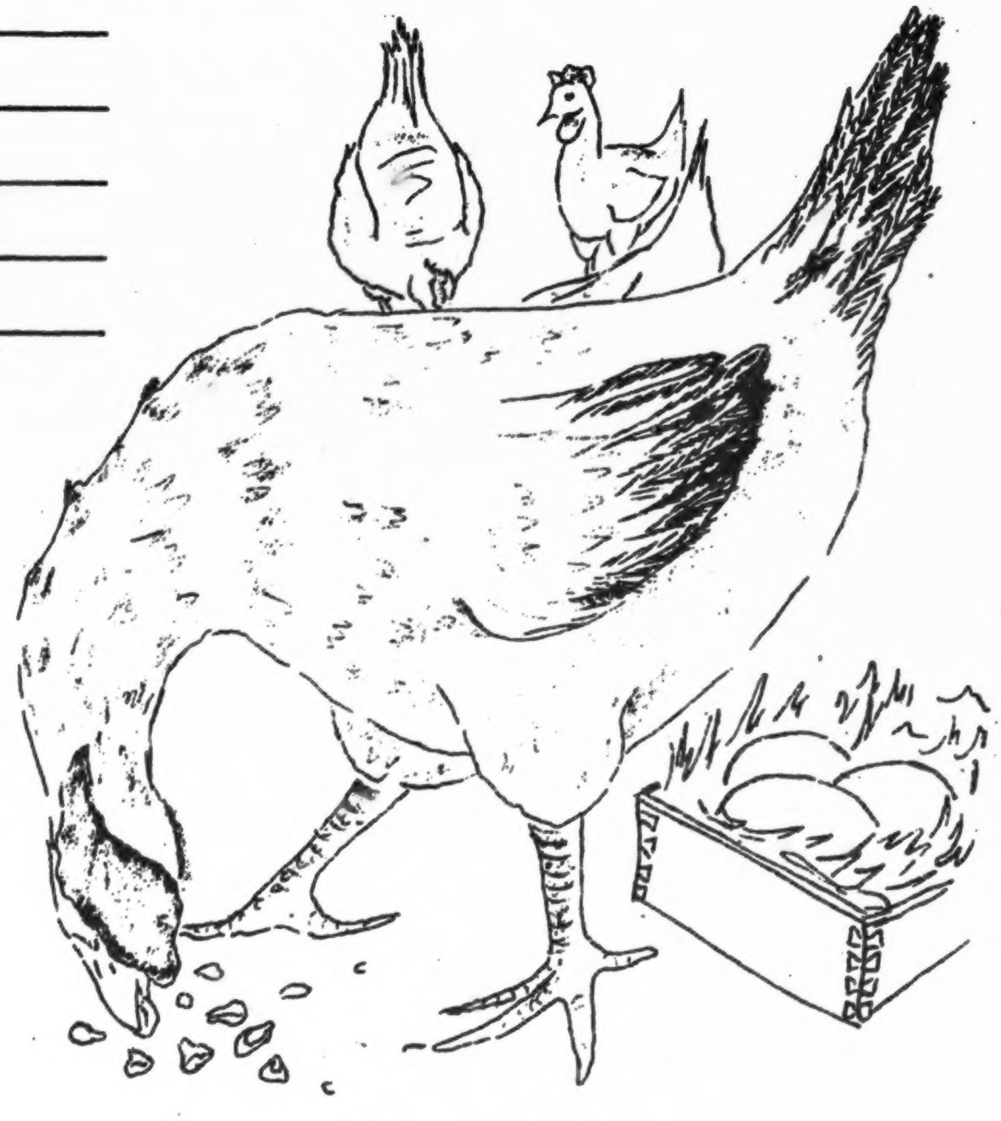
6.

HENS



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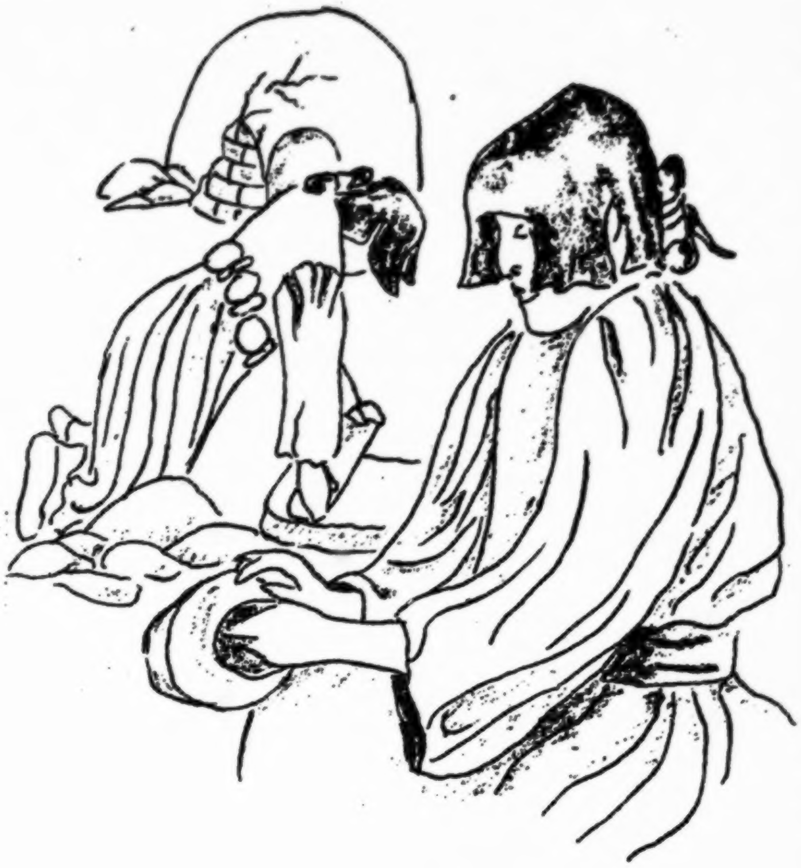

INDIANS

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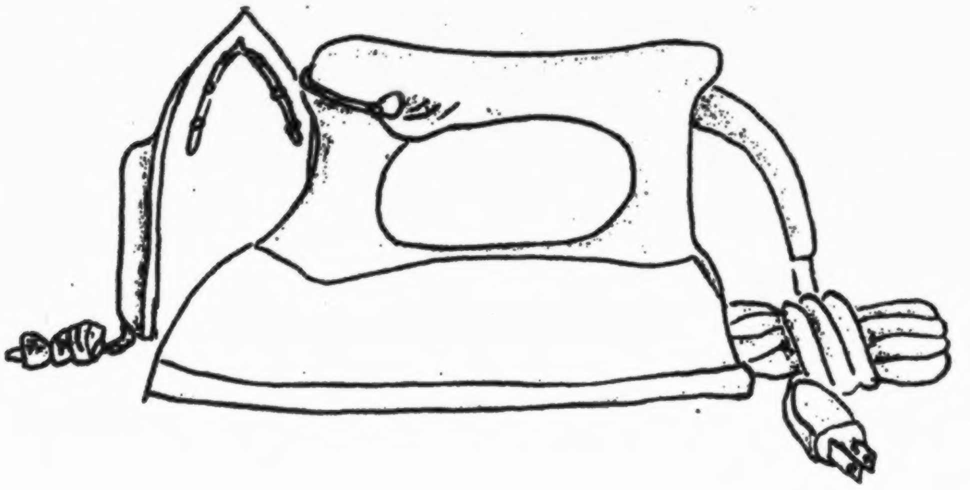
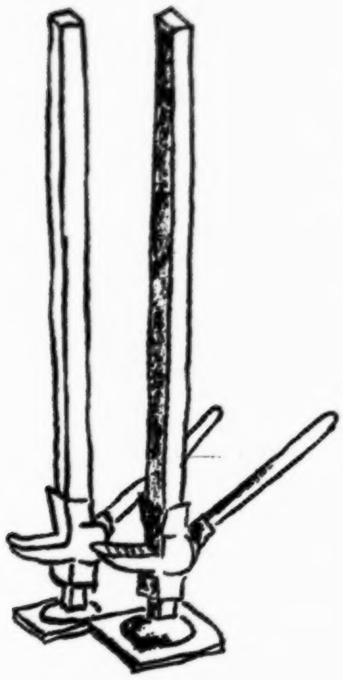


IRONS



JACKS (CAR)

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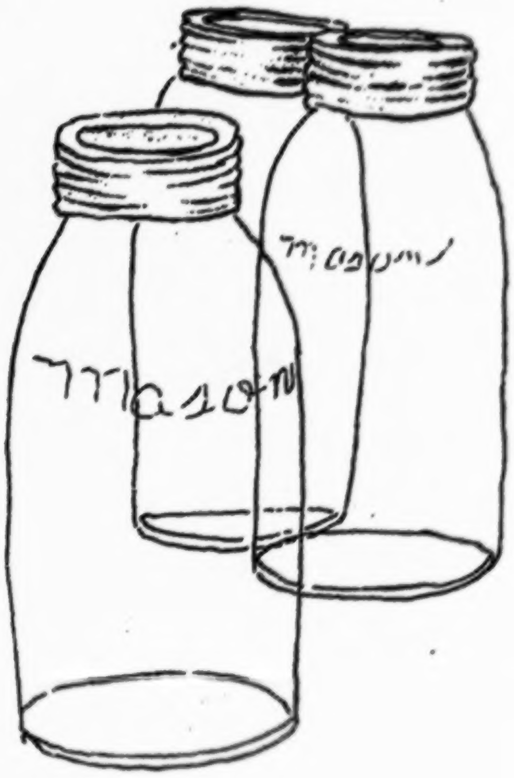
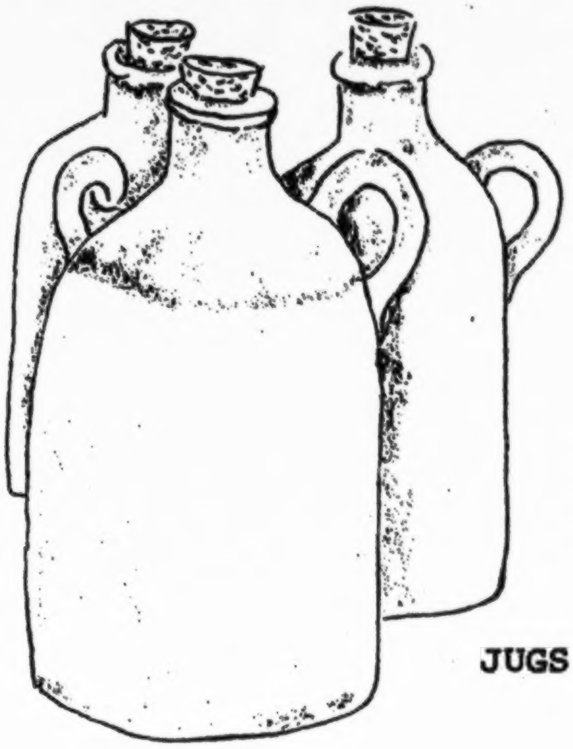

mason
mason

JARS



JUGS

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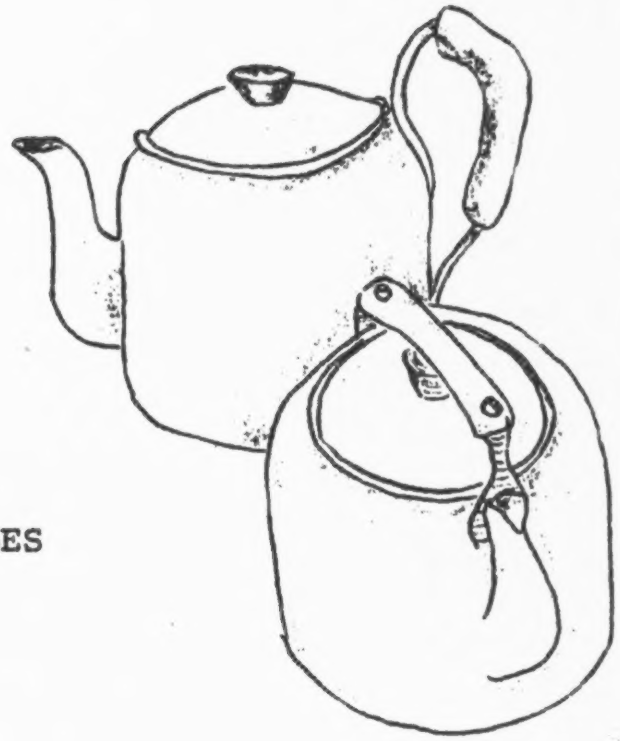

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KETTLES

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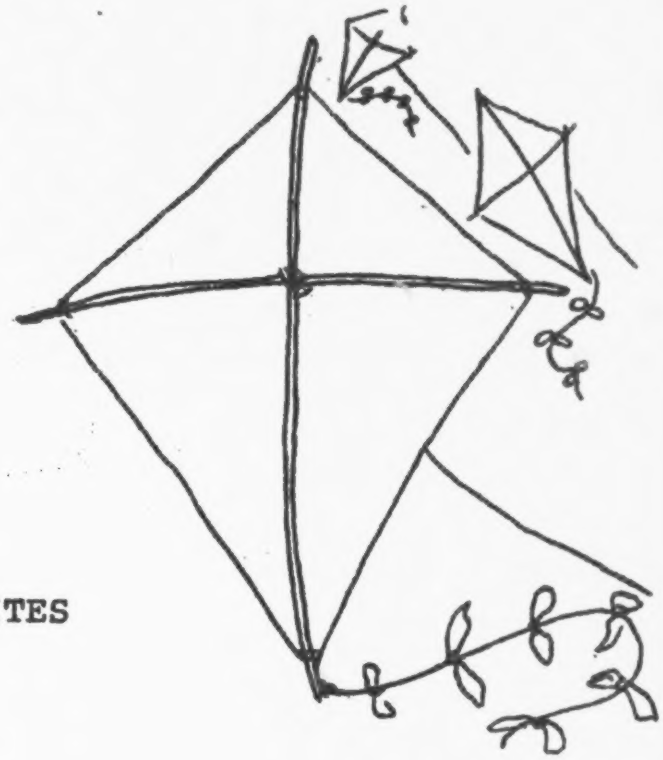
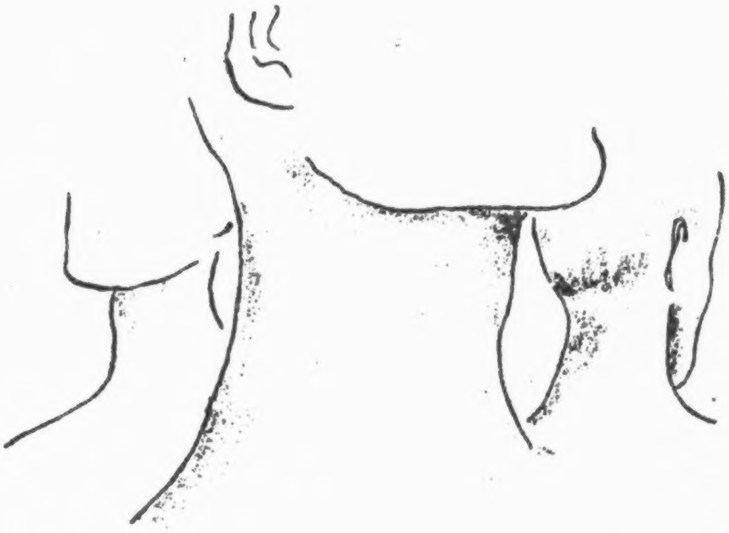


KITES



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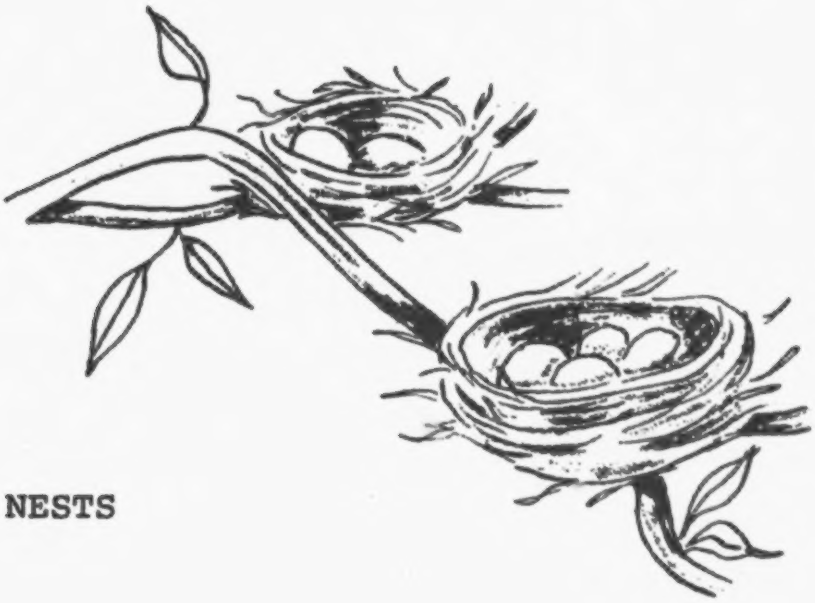
NECKS



NESTS

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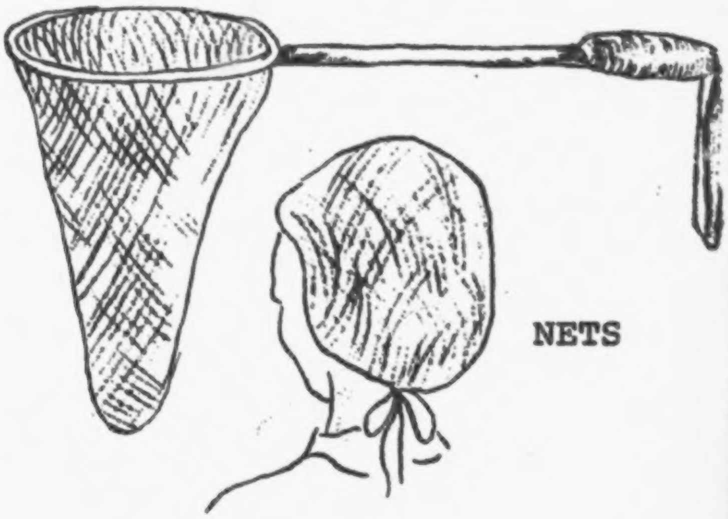
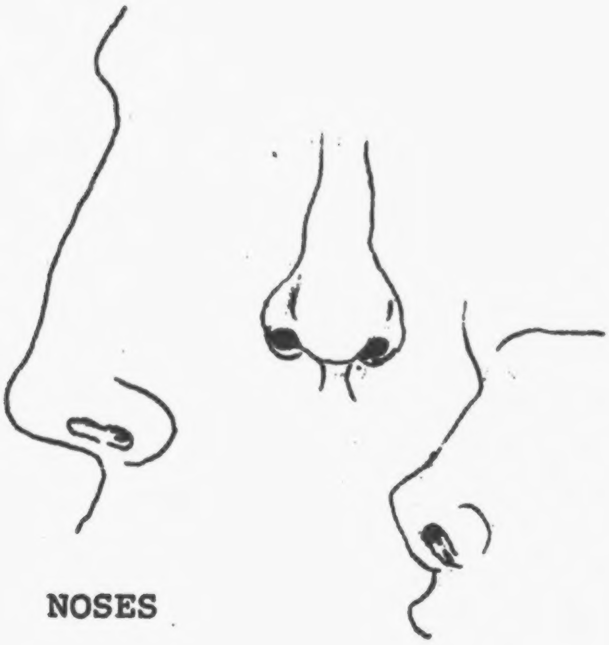


NETS



NOSES

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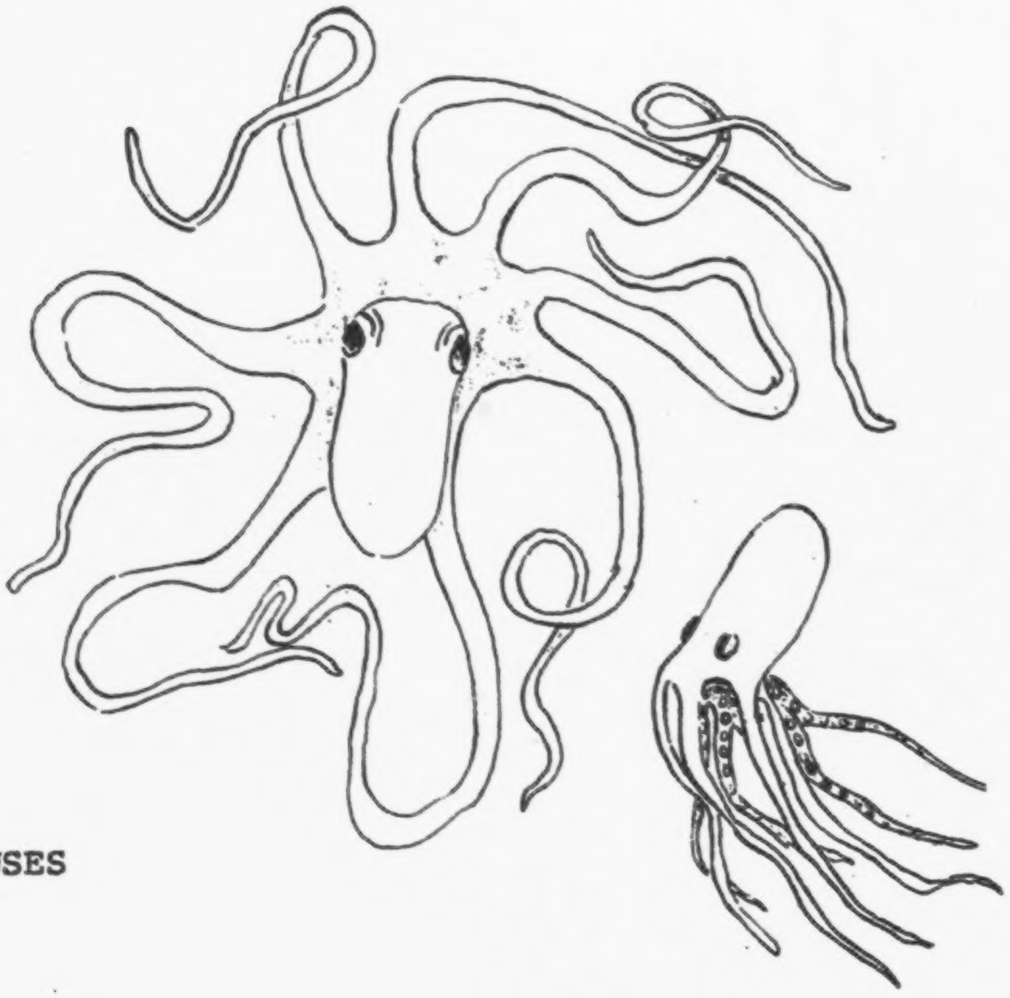

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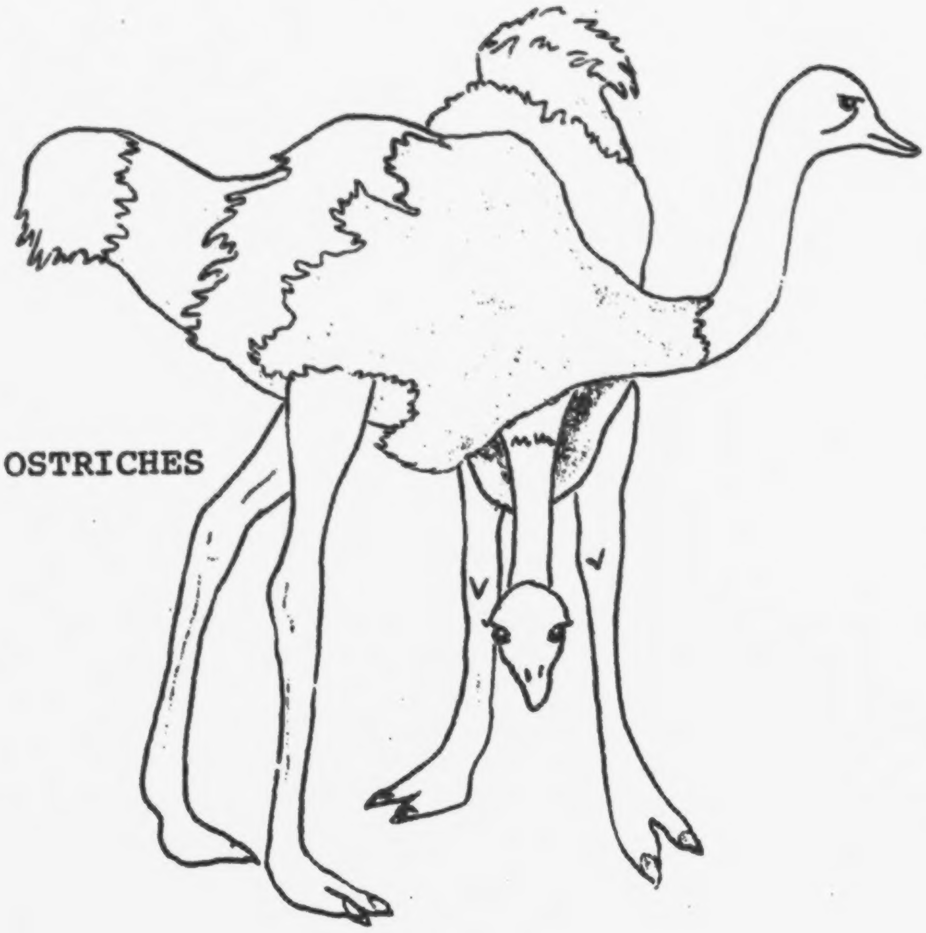
OCTOPUSES



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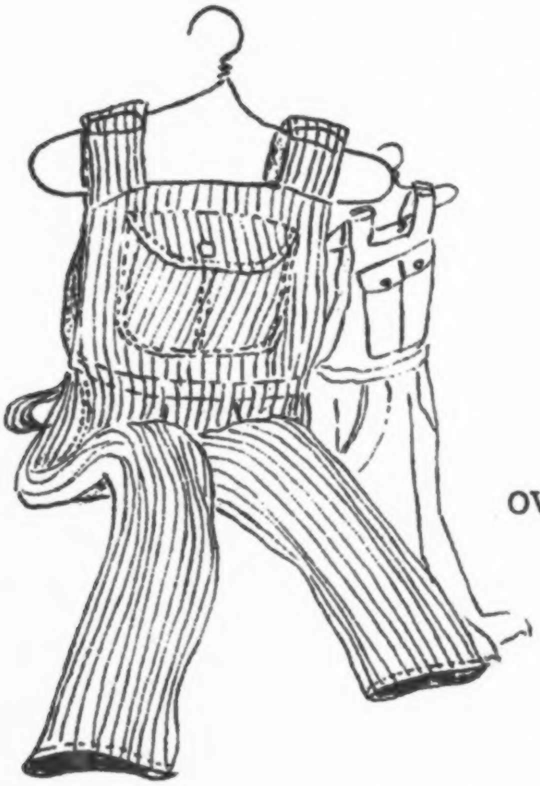
OSTRICHES



OVERALLS

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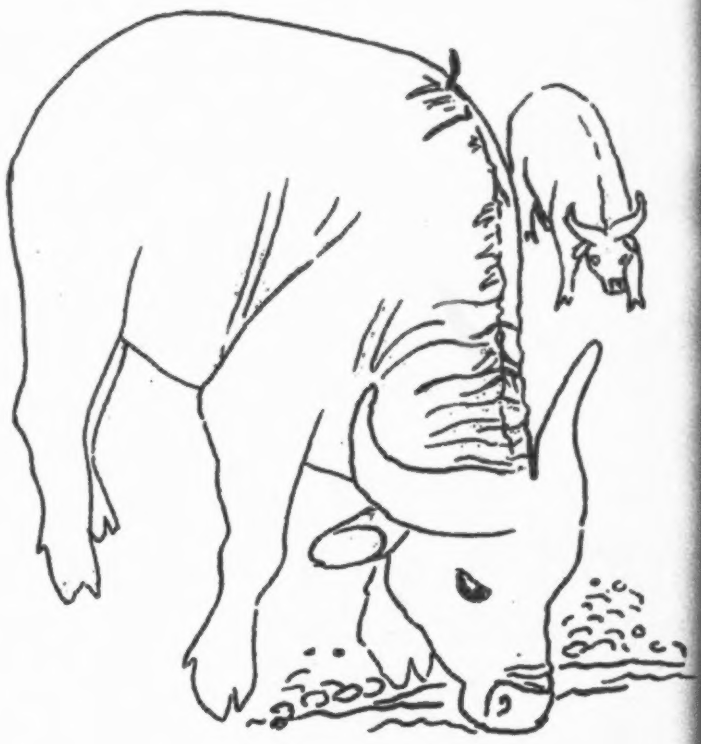
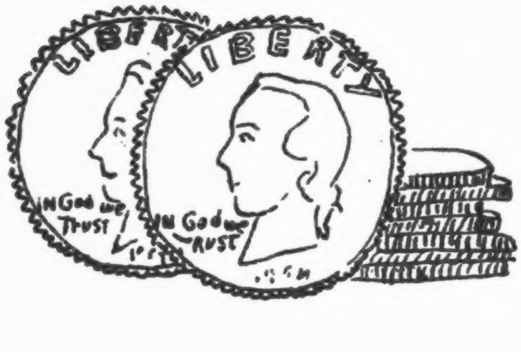
OXEN





LIBERTY
LIBERTY
IN God we Trust
IN God we Trust

QUARTERS

1. ________________________
2. ________________________
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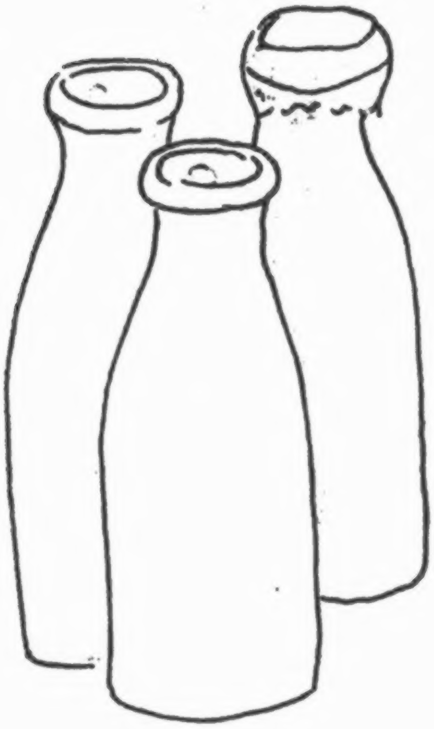

QUARTS

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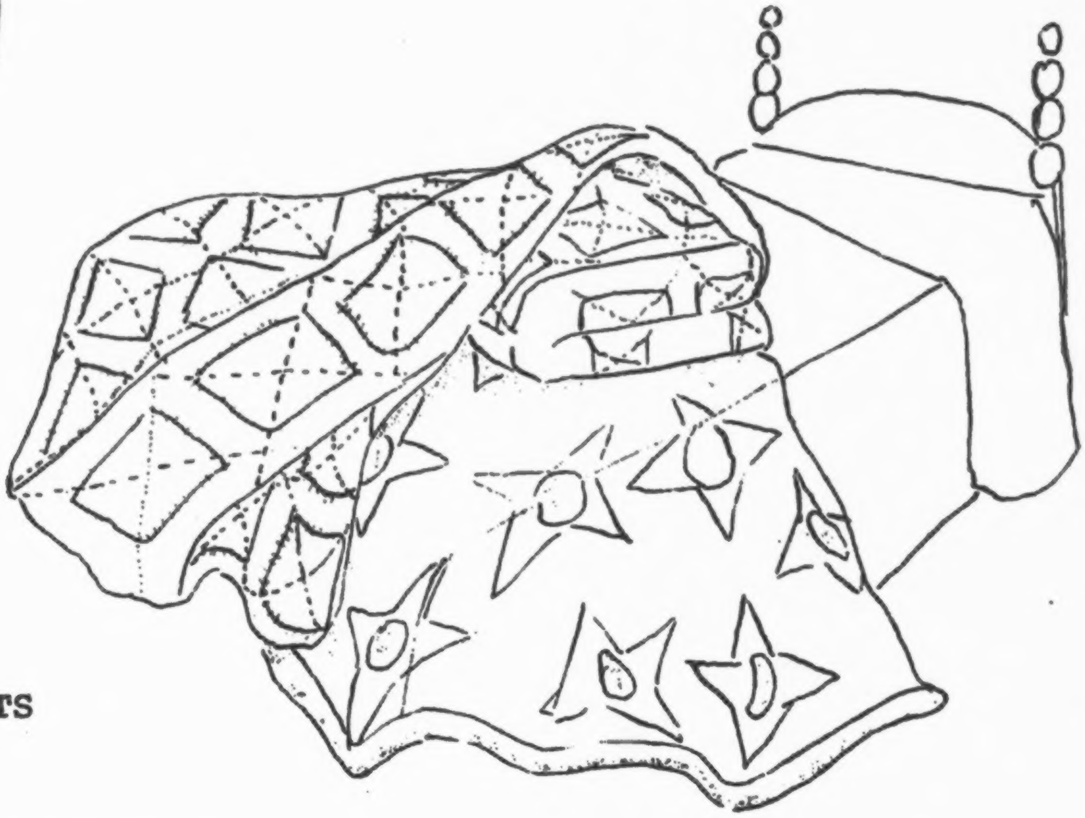

QUILTS

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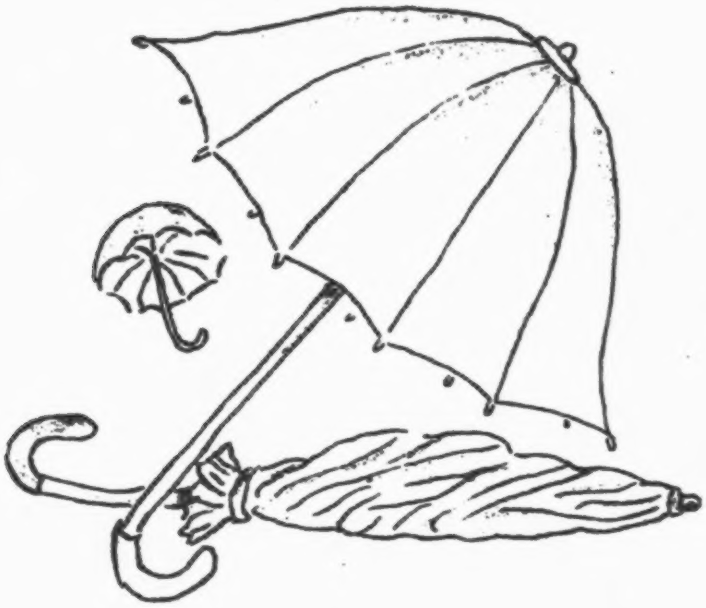

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UMBRELLAS

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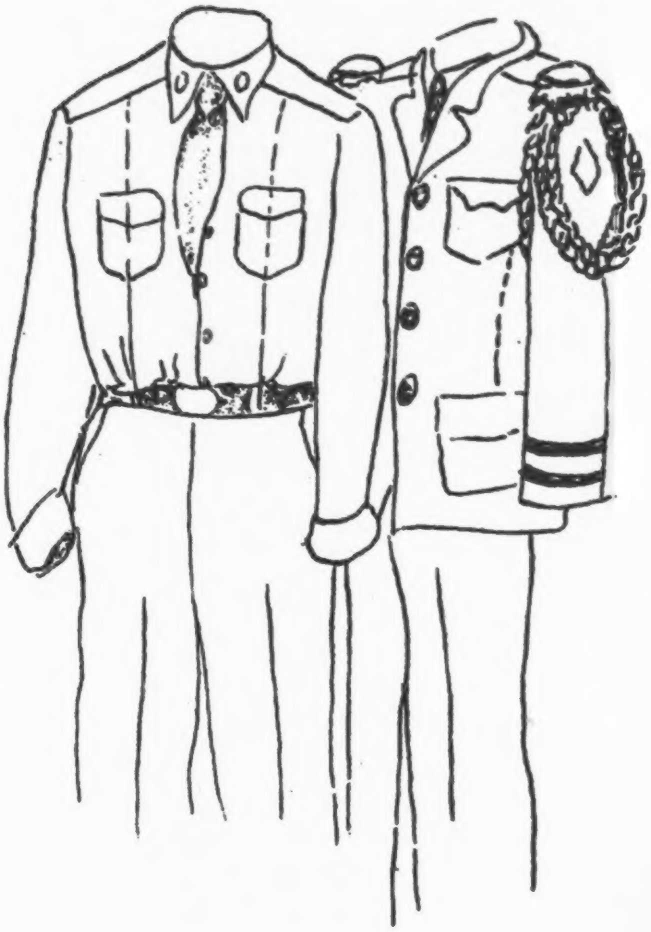
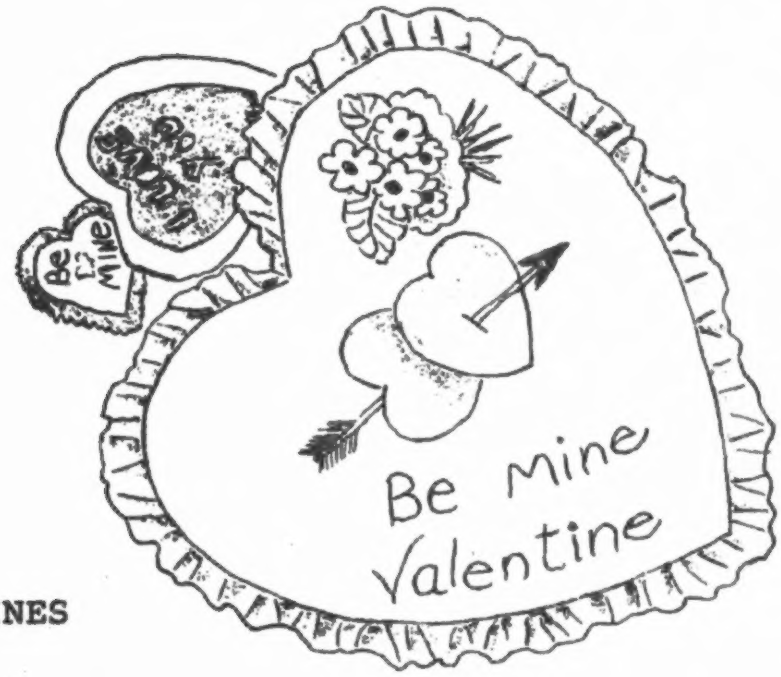


UNIFORMS


Be Mine
Be Mine Valentine

VALENTINES

1. ______________________________
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1. ______________________________
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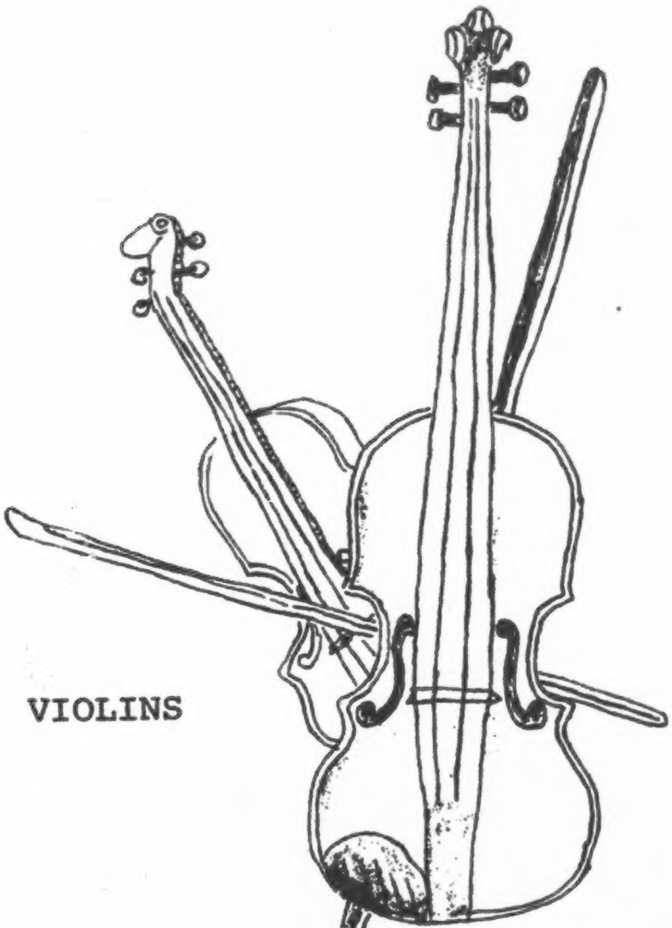
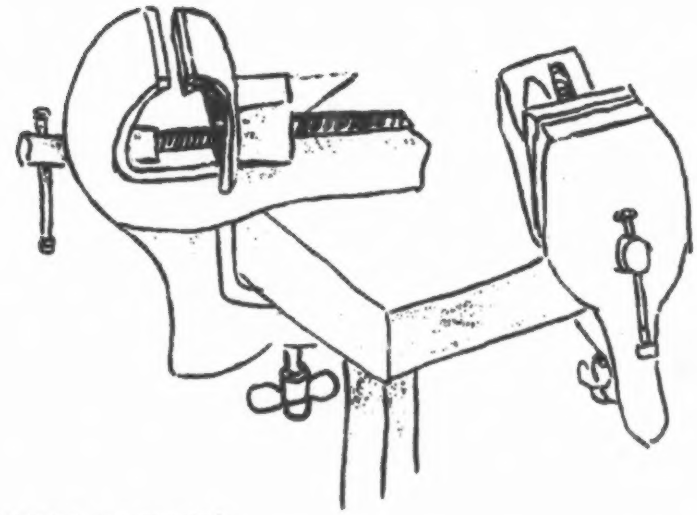
VIOLINS





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VISES (WORK BENCH)

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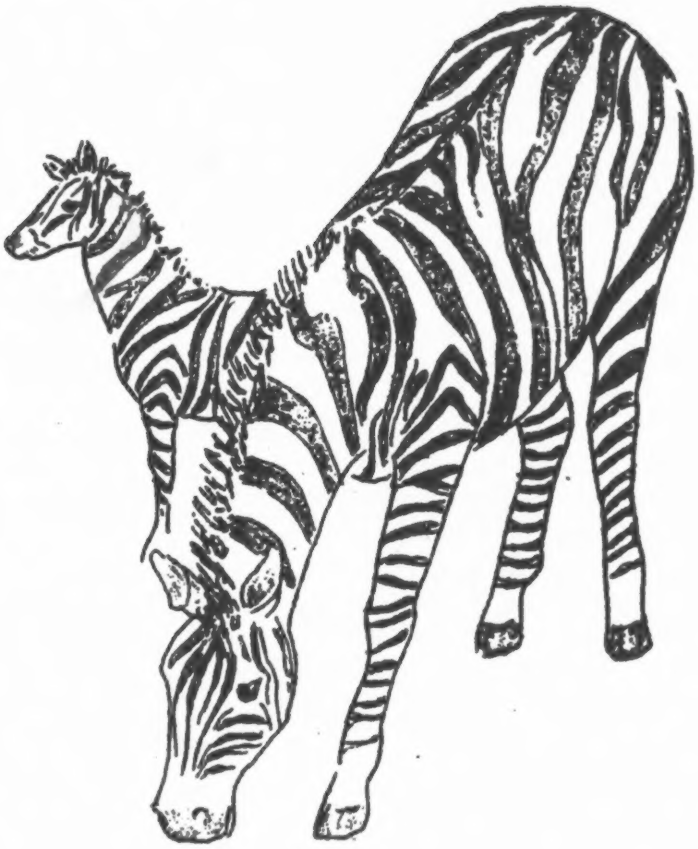


ZEBRAS

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m

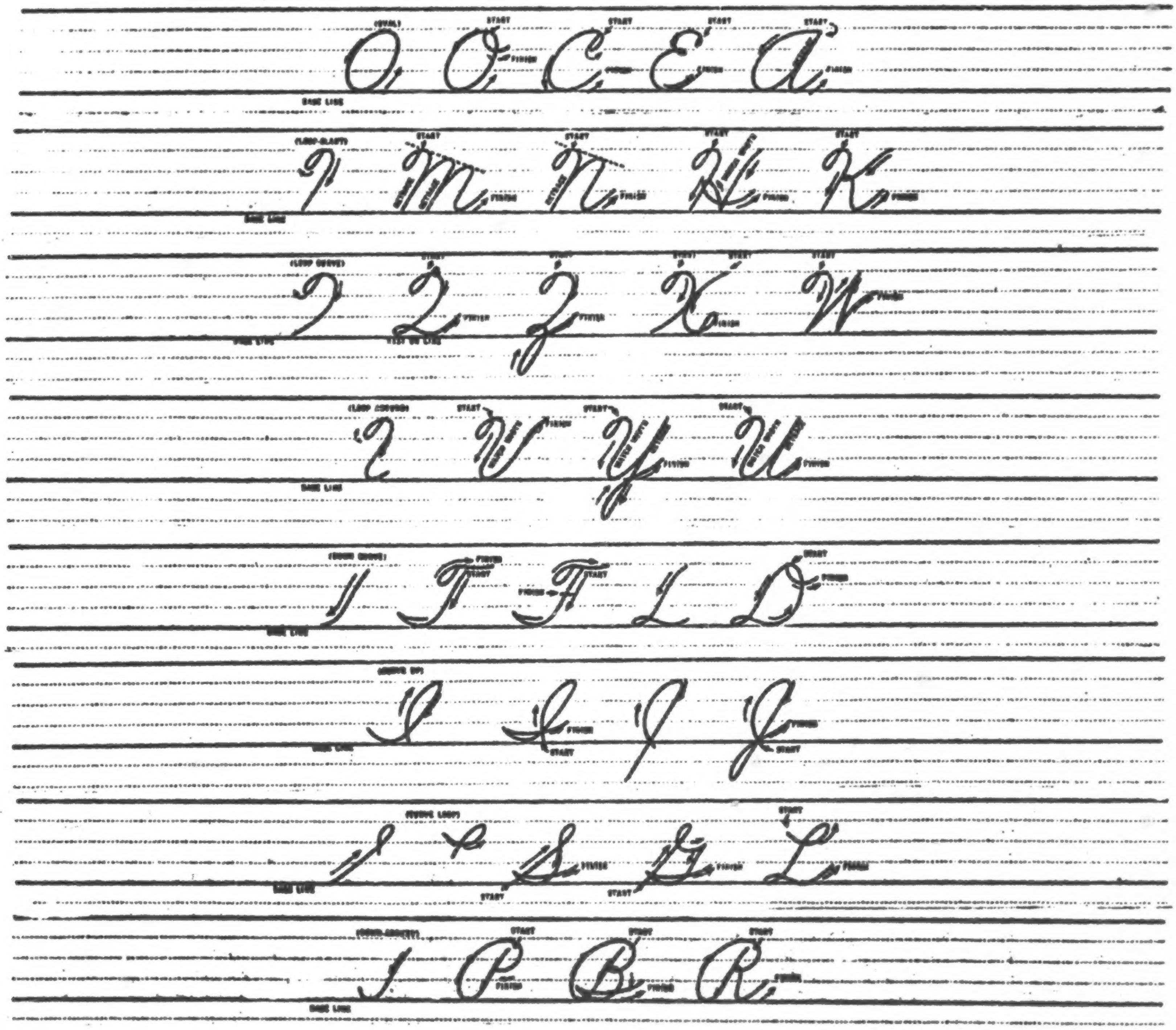
n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0 . , ? ! " " : ;

CAPITAL LETTER GROUPS

All capital letters are ¾ space in height. The capital letters do not touch the base line above the letters.

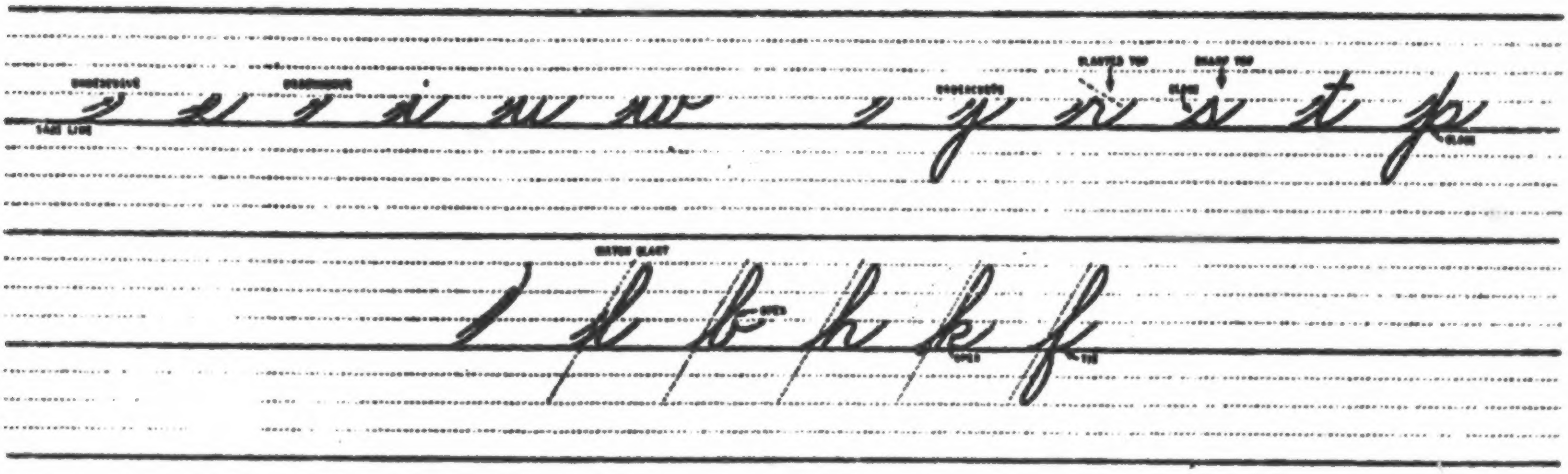
Notice that the beginning stroke of the letters **O**, **C**, **E**, and **A** is on the third imaginary line, or the height of each capital letter. These letters have an oval shape. All of the letters in this group except **O** can be joined to other letters.


(OVAL)
START
FINISH
BASE LINE
(LOOP-SLANT)
RETRACE

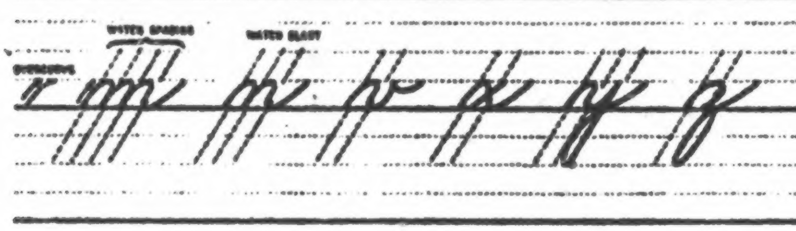
BEGINNING AND ENDING STROKES

Beginning Strokes

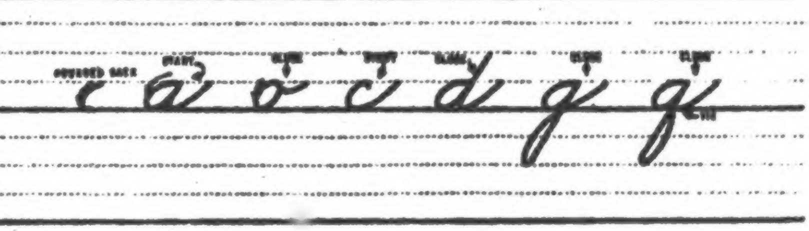
The Undercurve Stroke


UNDERCURVE
BASE LINE
SLANTED TOP
SHARP TOP
CLOSE
WATCH SLANT

The Overcurve Stroke

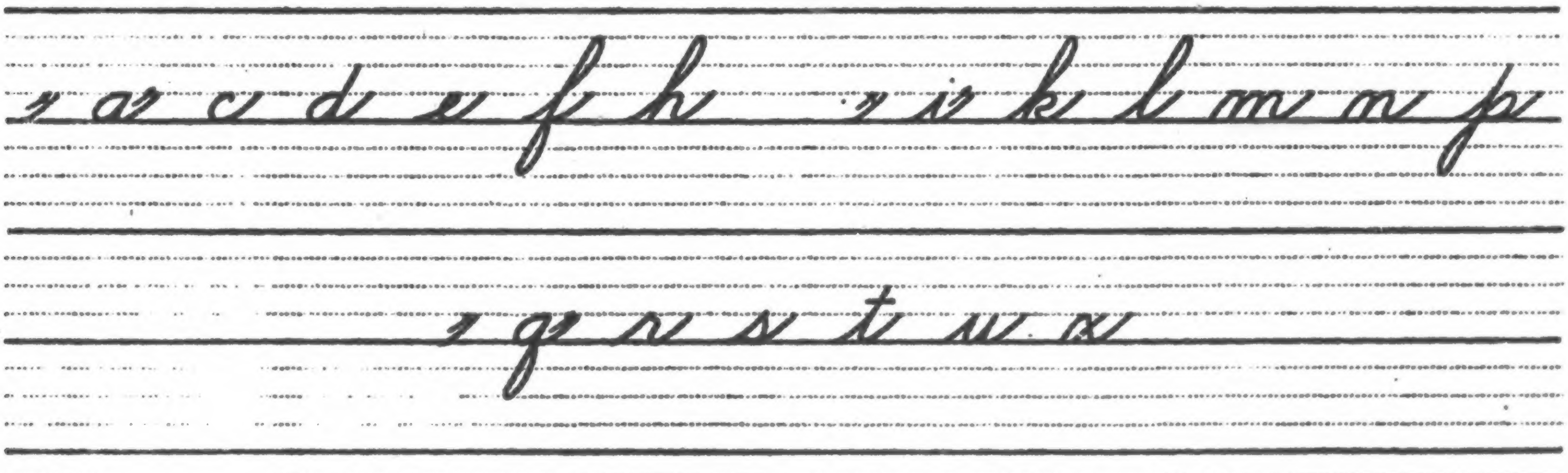

OVERCURVE
WATCH SPACING
WATCH SLANT

The Rounded-back Stroke

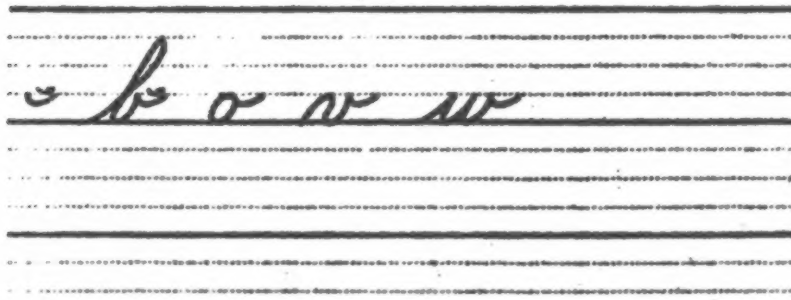

ROUNDED BACK
START
CLOSE

Ending Strokes

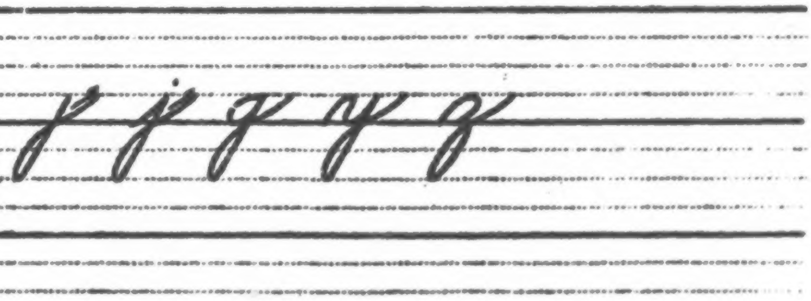
The Undercurve Stroke



The Retrace and Swing Stroke



The Tail-letter Ending Stroke



A																	
B																	
C																	
D																	
E																	
F																	
G																	
H																	
I																	
J																	
K																	
L																	
M																	
N																	
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P																	
Q																	
R																	
S																	
T																	
U																	
V																	
W																	
X																	
Y																	
Z																	

VOCABULARY IN ENGLISH SPEAKING

airplane
angel
ant
ape
apple
apron
ax
baby
ball
banana
barn
basket
bed
block
blouse
boat
bone
book
boot
bottle
bowl
box
boy
building
bus
calendar
camera
car
cat
celery
cement
chair
cigarette
circle
clock
coat
cow
desk
dog
dollar
donkey
door
dress
duck
ear
Easter lily
eel
egg
Egypt
elbow
elephant
fence
fish
flower
garage
general
generation
giant
girl
goat
gun
gypsy
hand
hat
hen
horse
ice
Indian
insect
iron
ivy
jack
jacket
jar
jug
key
kettle
king
kite
knife
ladder
lamp
light bulb
light switch
lighter
lion
matches
men
nail
neck
nest
net
nickel (coin)
nose
nut
octopus
okra
olive
orange
ostrich
overalls
ox
pants
pen
pencil
picture
pig
pin
post
quarter (coin)
quilt
queen
rifle
ring
road
rocket
saw
shed
sheep
shirt
shoe
skirt
socks
suitcase
table
telephone
thread
tie
tire
tractor
train
tree
truck
umbrella
uniform
valentine
valve
violin
vise
wagon
watch
windmill
window
women
a(x)
bo(x)
fo(x)
o(x)
yard
yarn
yo-yo
zebra
zipper

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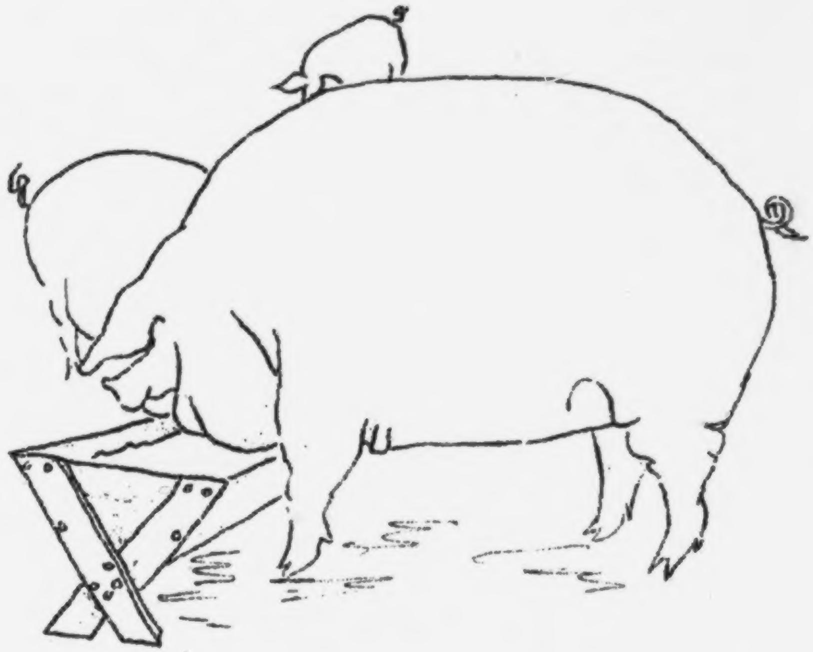

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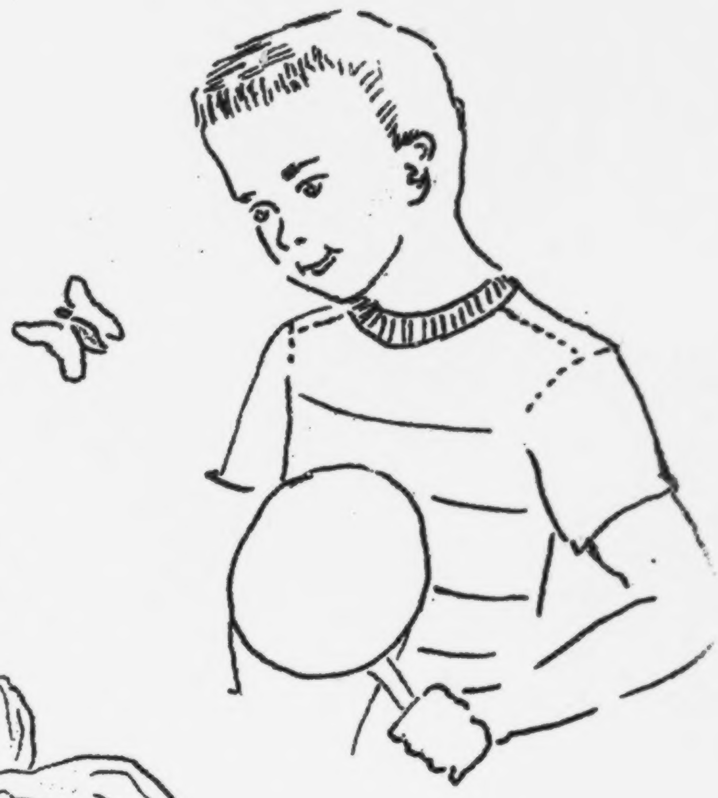

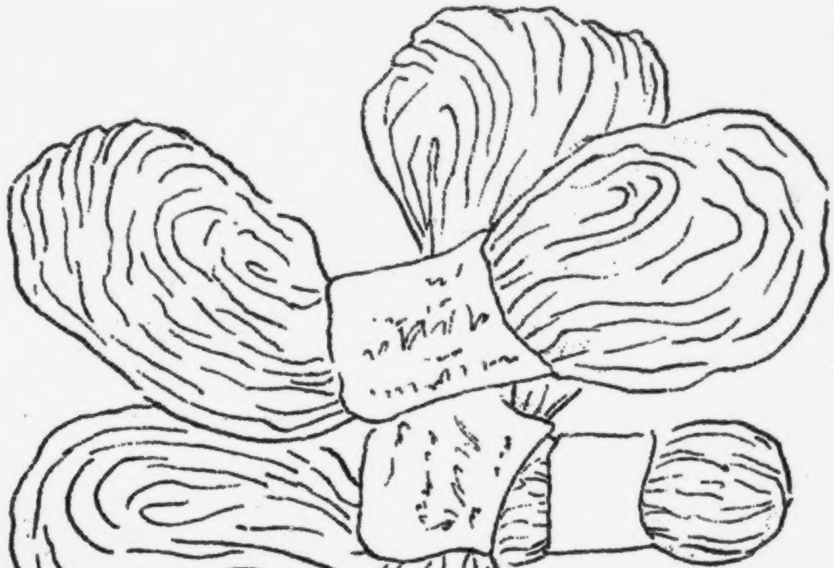

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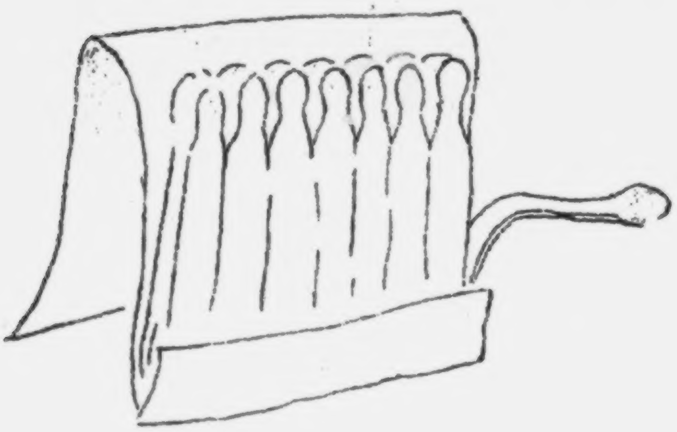

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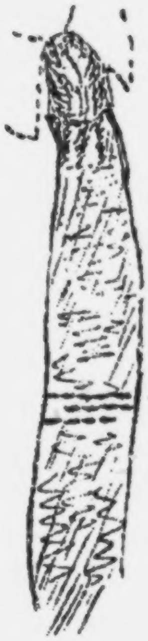

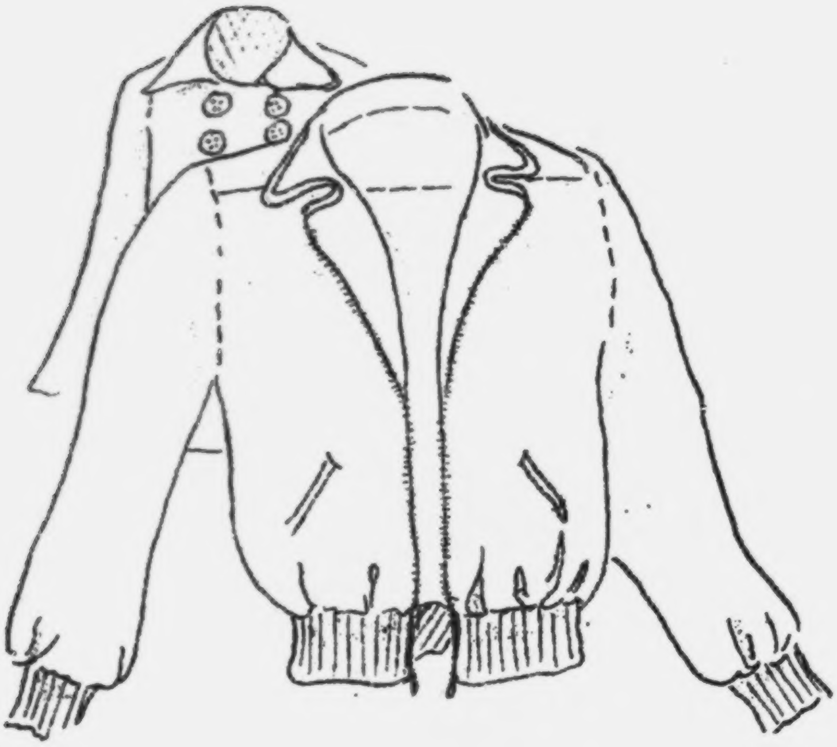

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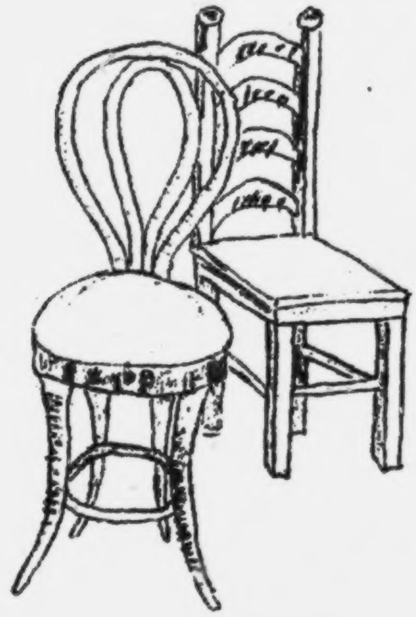

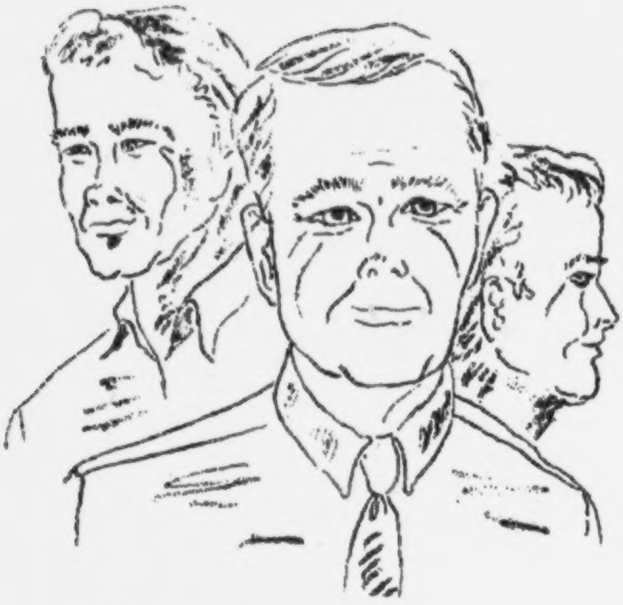

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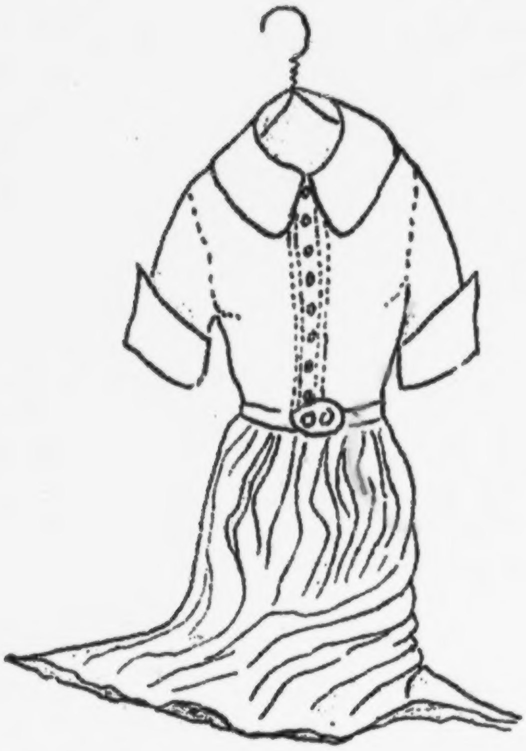

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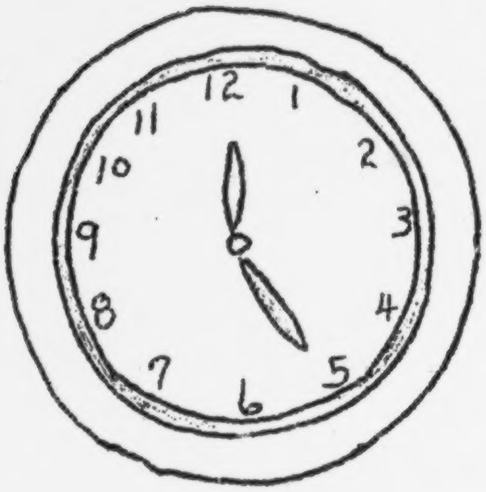

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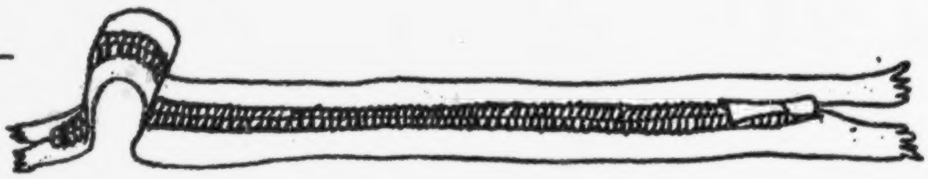

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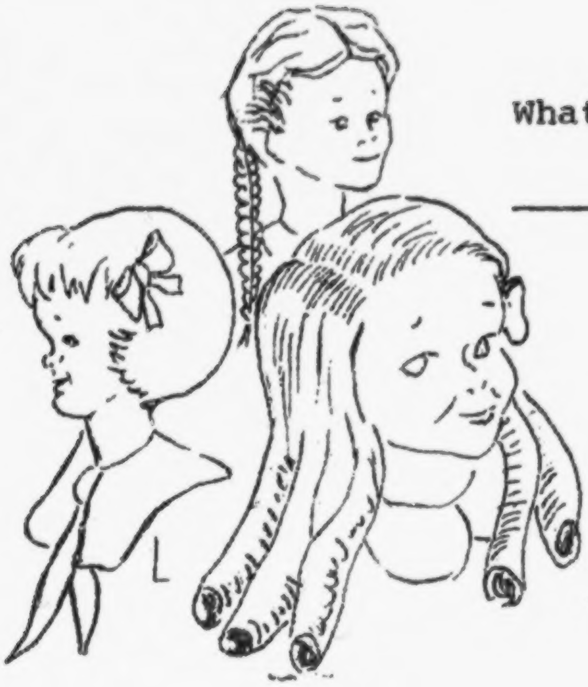

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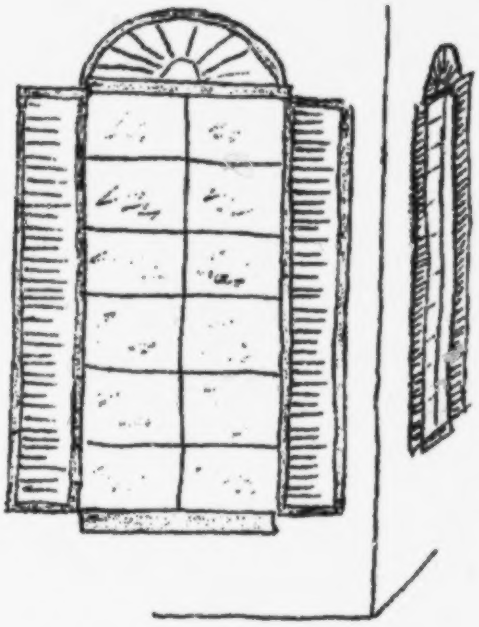

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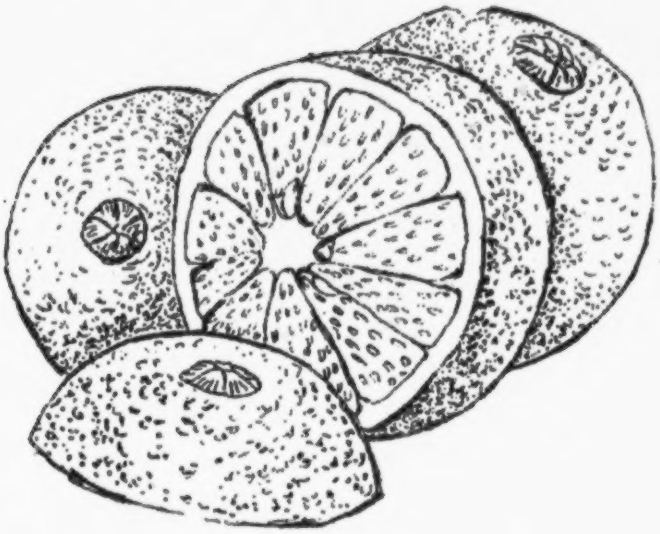

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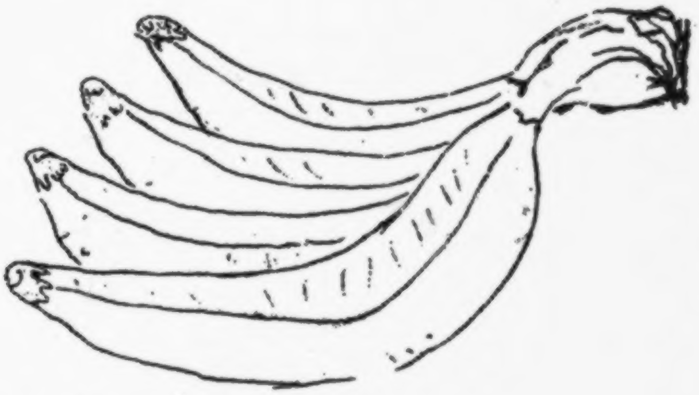

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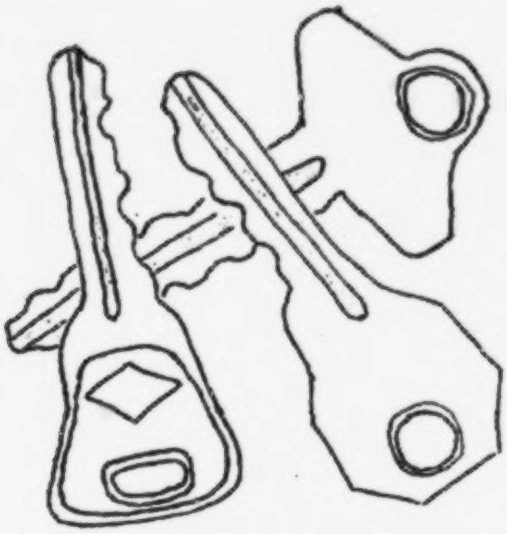

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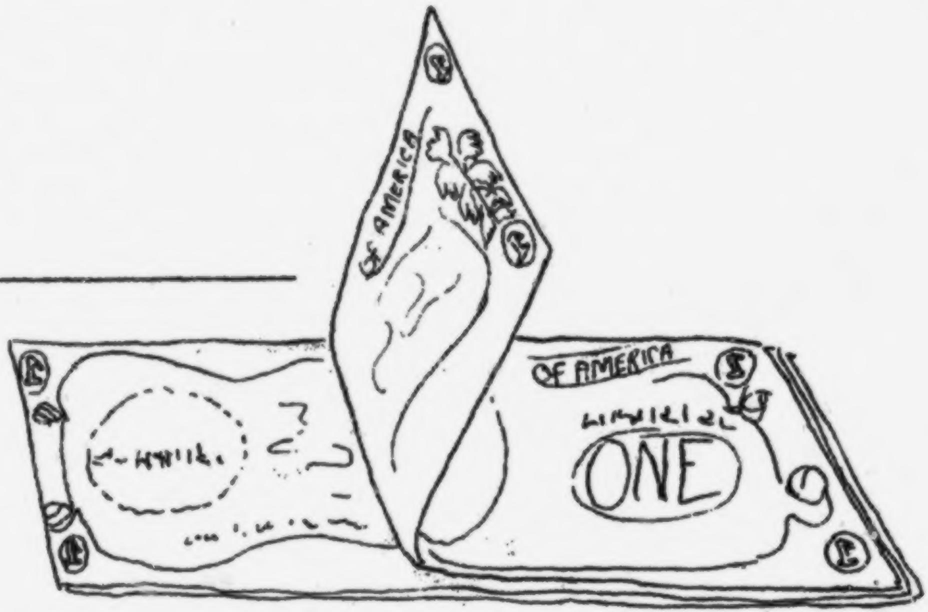
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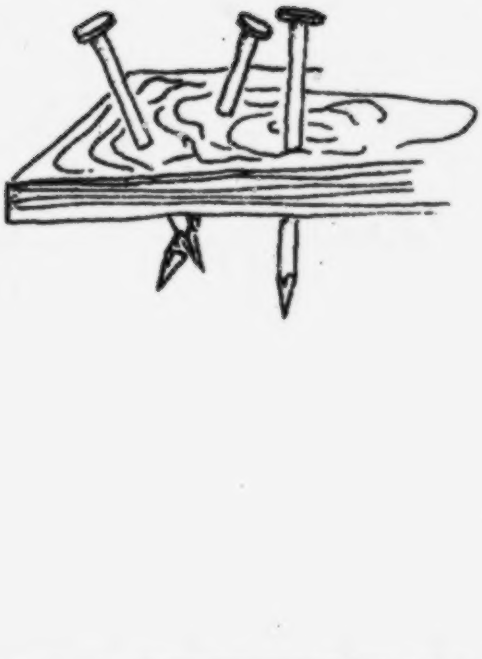

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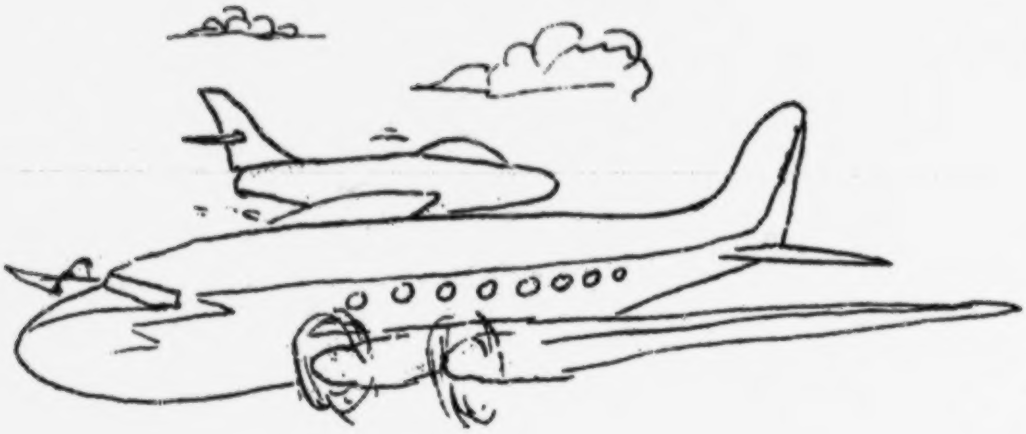

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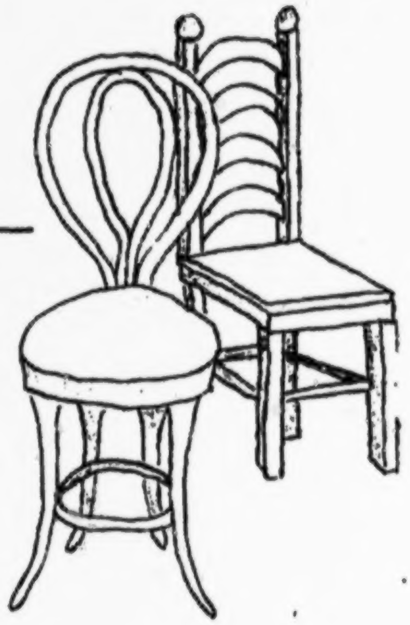

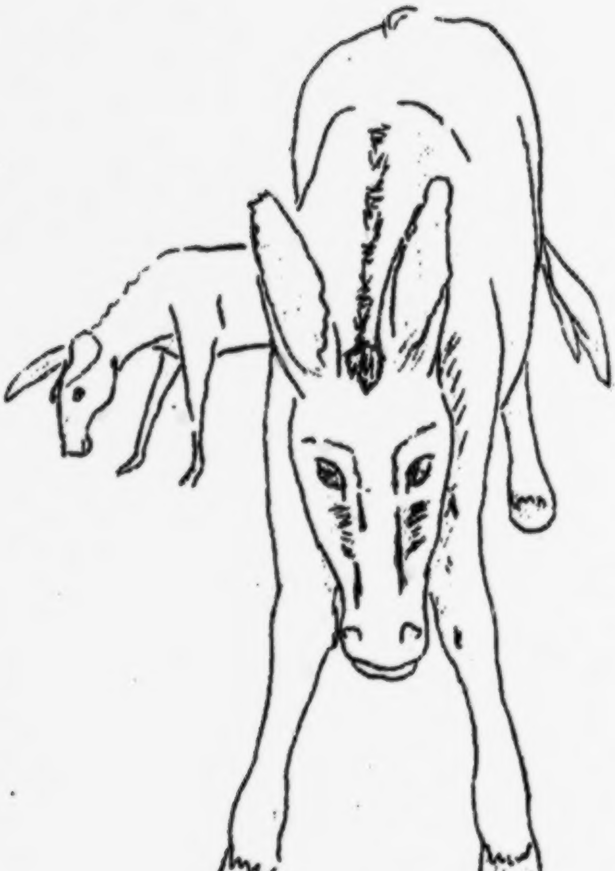

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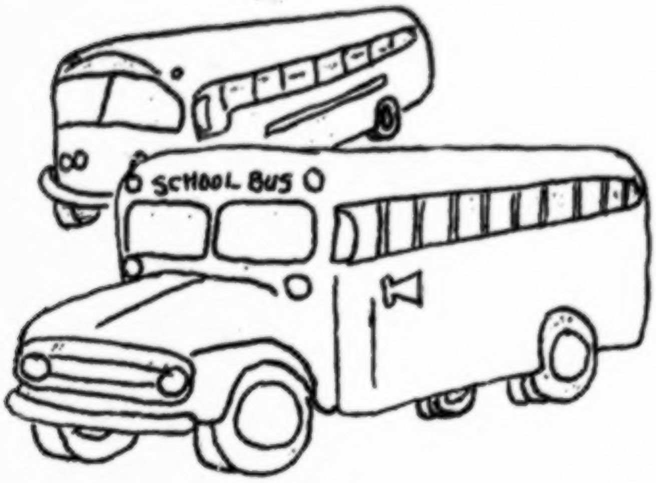

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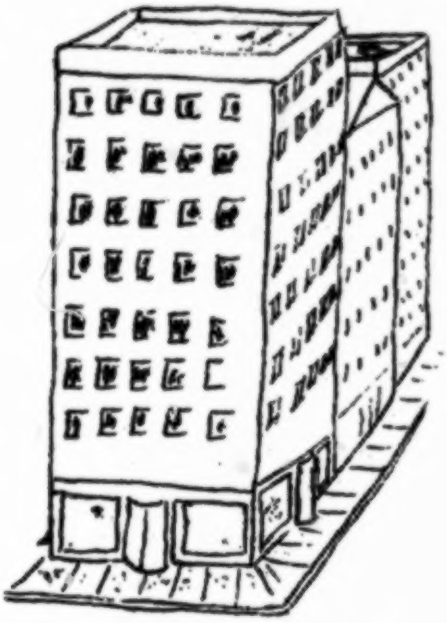

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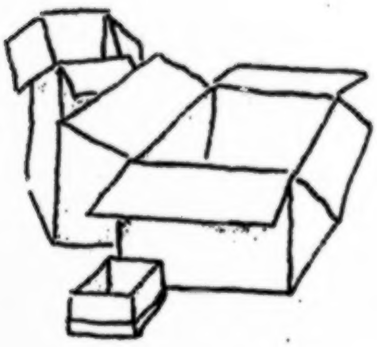

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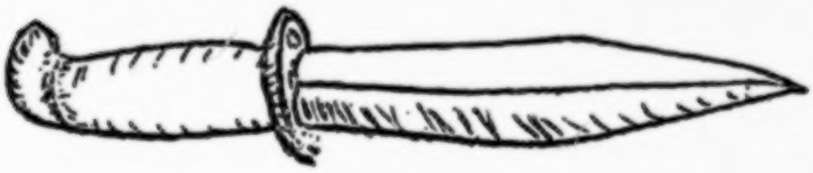

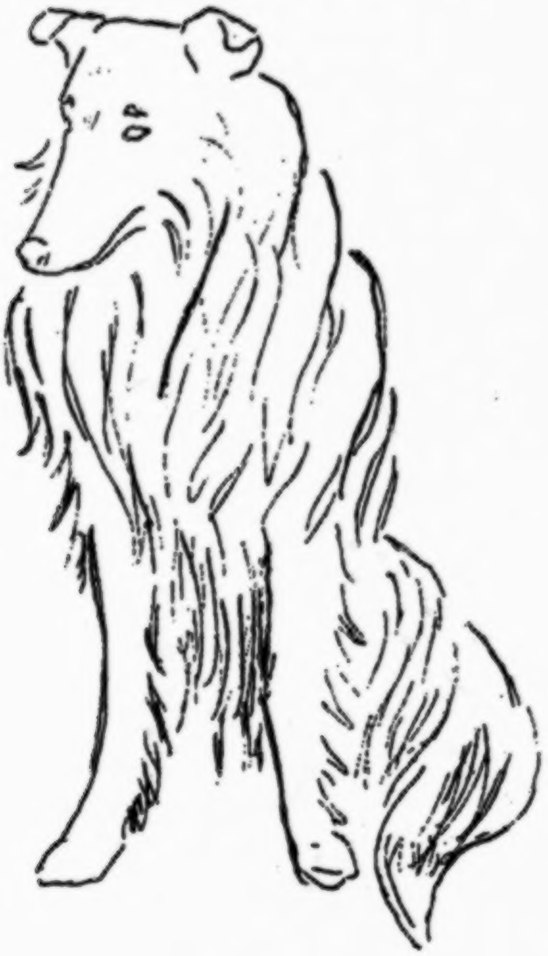

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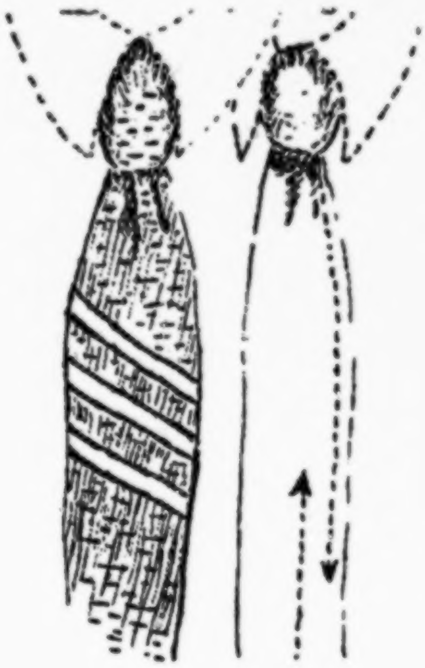

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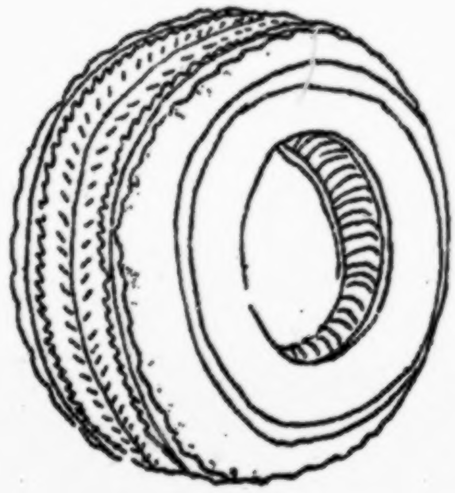

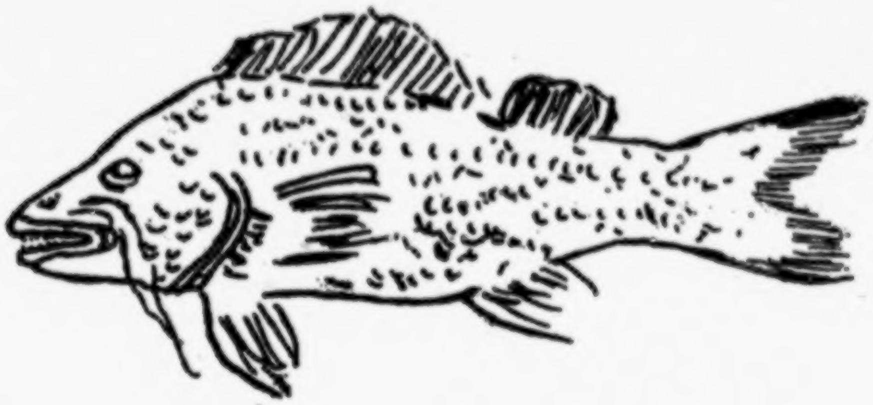

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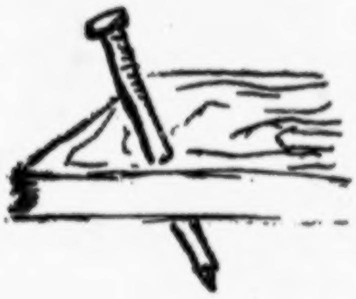

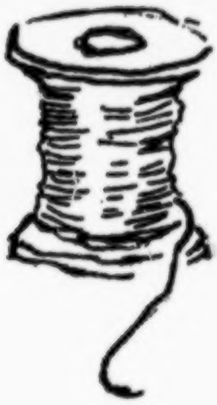

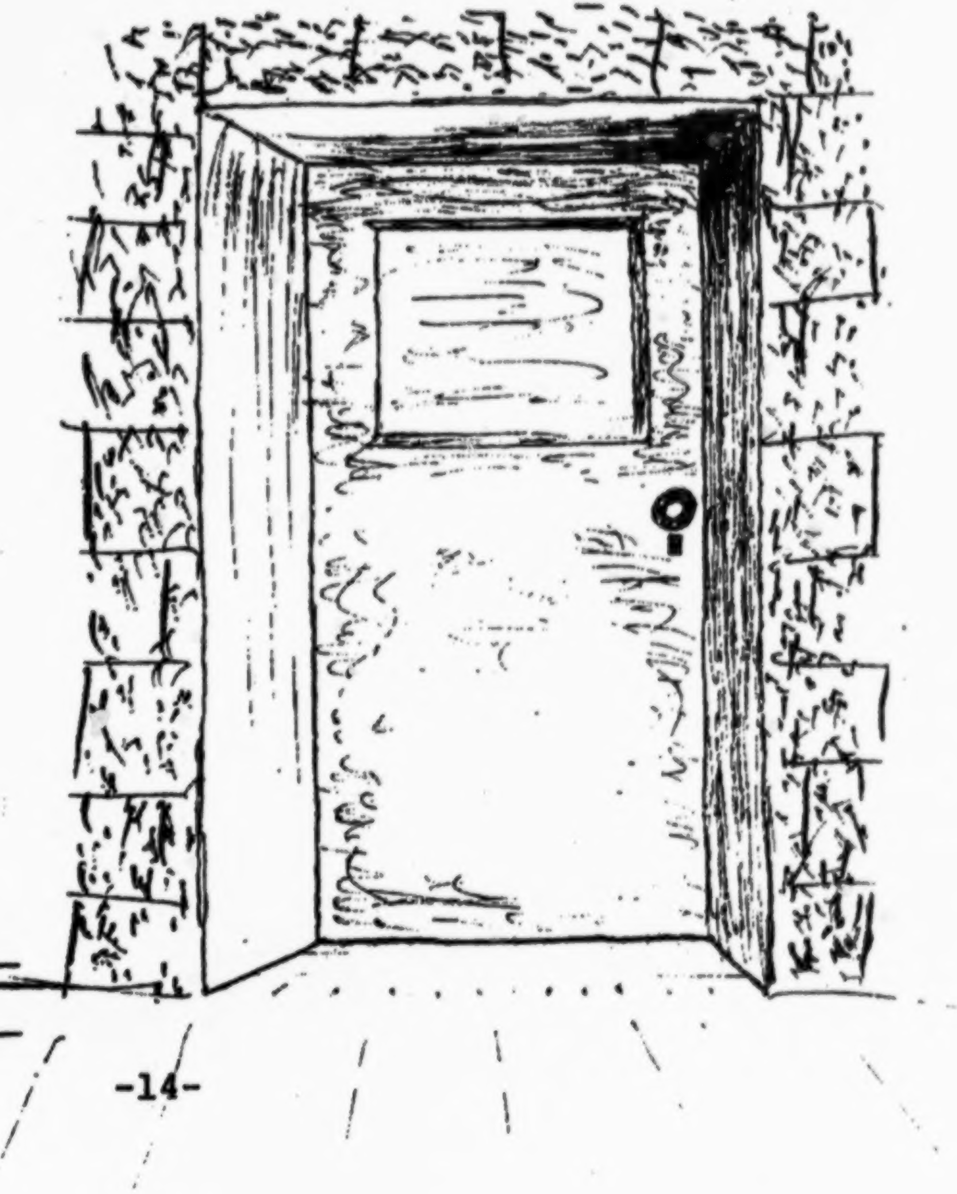

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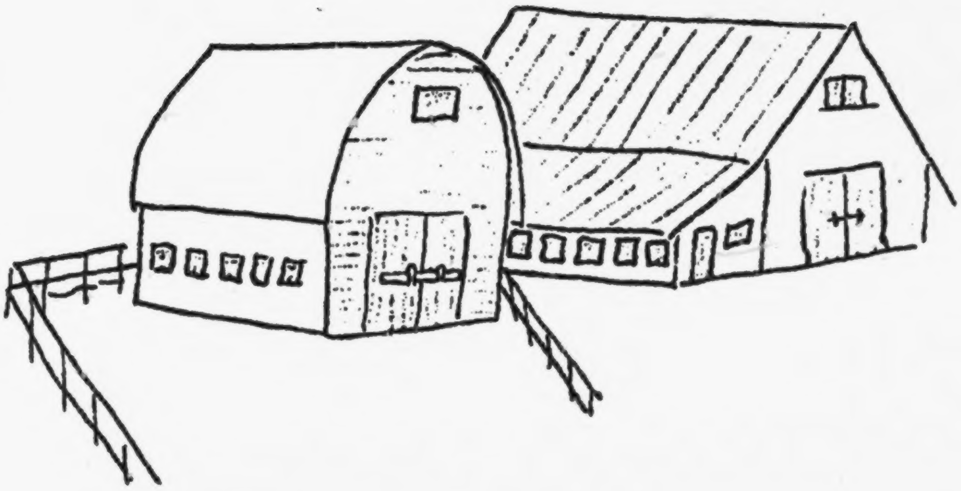

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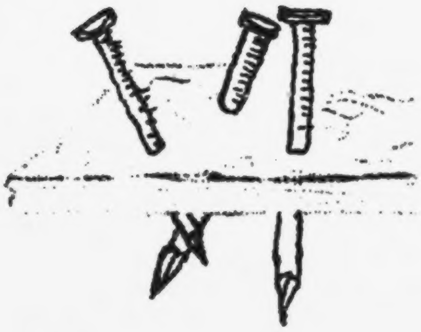

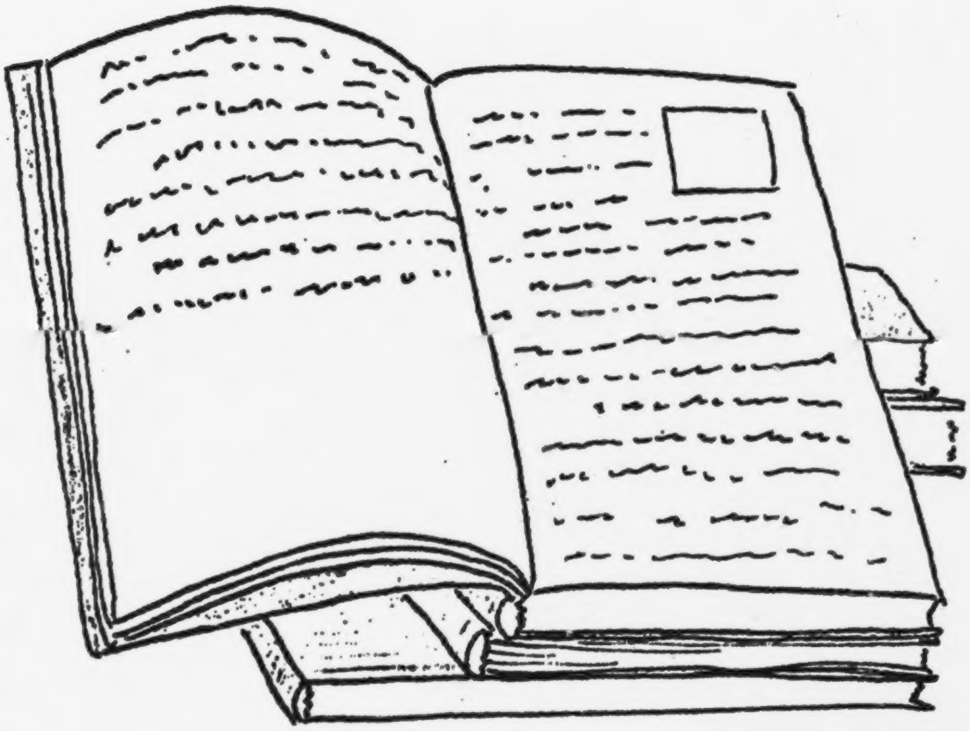

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